

# the catholic LIBRARY WORLD

UNIVERSITY  
OF MICHIGAN

DEC 13 1955

LIBRARY SCIENCE  
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CHRISTMAS  
BOOKS FOR  
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CATALOGUING  
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BOOKS AND  
BANDAGES

CLA NEWS  
AND VIEWS

DEC. 1955

The Catholic  
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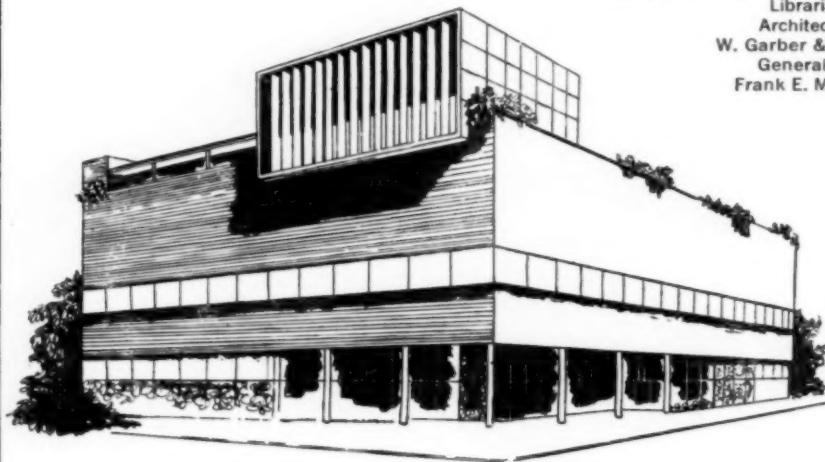


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# Manuscripts

## Quality Not Quantity

We read with interest the article, "From the Editor's Desk," in the October, 1955, issue.

There is one point in which we at The College of Saint Catherine Library School do not agree with the Editor. We ask if we may bring this to the attention of the readers of THE CATHOLIC LIBRARY WORLD.

In the third paragraph, page 4, of the October issue we read: "It would seem that a legitimate aim of the small (library) school is to train librarians for the secondary schools and the branch public libraries." Any library school is as good as its faculty, its curriculum, its collection and facilities, and the graduates it sends into the library profession. It is quality not quantity that is significant. It is not the size of the school which determines its aims and its contribution to the profession.

By the same token it is not the size of the libraries that motivates the need for more or less education of its librarians. Why imply that "librarians for the secondary school and the branch public libraries" do not require the professional education of librarians of other or larger institutions

SISTER MARIE CECILIA, *Director*  
The College of St. Catherine Library School  
Saint Paul 1, Minnesota

## No Boycott

The October CATHOLIC LIBRARY WORLD is exciting! I have read it through, practically at one sitting, from the splendid editorial to the very last page.

The editorial, of course, is of personal concern here as ours is one of the schools affected. I think our stand could hardly have been better stated. It is certainly not a wise thing to boycott B.E.L. and we intend no such action, nor will you find us absent from ALA meetings. Unaccredited schools, though, have no place in A.A.L.S. and for that I am sorry. . . .

May God continue to bless your efforts to give CLA a top-flight publication. THE CATHOLIC LIBRARY WORLD is just that.

SISTER JANE MARIE, CDP, *Chairman*  
Department of Librarianship  
Our Lady of the Lake College  
San Antonio 7, Texas.

## Sleepless Editor!

I have just gone through the October issue of CLW and think it one of the very finest issues that has ever appeared. There is, of course, that rather bad disarrangement of type on page 21, the sort of relatively minor error that bobs up from time to time to cause editors sleepless nights.

May I comment just briefly on the reference to our C.U. Press card service on page 7. First of all, I appreciate mention of the service. Secondly, though, I think there is a little misinterpretation, not intentional of course, with respect to C.U. theses. There is naturally a concentration of mention of C.U. theses around June and July when most of them appear. However, we did carry only some twelve or fifteen out of seventy-five or eighty that were published in the course of the past year; that this is a selection is definitely indicated by the fact that in 1954 there were only ten.

EUGENE P. WILLGING, *Director of Libraries*  
The Catholic University of America  
Washington 17, D.C.

## A Usually Reliable Source . . .

Let me thank you for the copy of the October issue of the CLW. I appreciated your kindly reference in "Just Browsing" to my golden jubilee, and wish to thank you for the "ad multos annos."

It is not in any carping or captious spirit that I call your attention to errors that crept into the brief statement. I was rather amused at the curious fact that so many errors could find their way into a single sentence.

My middle name is Herman, so the "J" was incorrect. I shall not celebrate the golden jubilee of my ordination till 1970. Hence, "sacerdotal" implied that I was ordained at the uncanonical age of 17. The golden jubilee was actually of my entrance into the Society of Jesus, 1905.

Moreover, there was no celebration at Rockhurst College. Finally the date was actually August 31st, so "in the late spring" needs considerable stretching, I submit.

I'll let you judge, Father, whether this be making a mountain of a molehill, or just another illustration of "Parturiunt montes et nascitur ridiculus mus."

With all good wishes for you and your work of editing an ever improving CLW, I remain

REV. HENRY H. REGNET, S.J.  
St. Ferdinand Rectory  
Florissant, Missouri



# the catholic library world

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## From the Editor's Desk . . . .

There is an intimate relation between the picture of a little child reading and the Christmas Story. Christmas is the feast of the Word made a Child, and in a very real sense the words a child reads make the child, for good or for ill.

In the awful stillness of a winter's night the Word of God took on a human body. We should have to go deeply into theology to explain how Jesus, the Word of God, is the Image of His Father. Suffice it to say that it is so, and that Jesus Christ is the only Word spoken by the Father.

The truth or falsity, then, of all the words that have ever been spoken or written is derived from "the" Word. Books are good if they reflect Christ; they are bad, if they do not. This is not to say that all distorted books must be destroyed. Just as good books reflect Christ, so bad books reflect the disordered minds from which they come, and we must know the disorder before we can correct it. Pius XII in HUMANI GENERIS directs the scholar on this point.

But the child is not the scholar. The child's mind is a blank sheet that shows every mark made upon it. The phrase "impressionable as a child" is commonly used because it is commonly true. What responsibility, then, have those charged with the beautiful burden of developing that virgin intellect. There is, however, a twofold danger to be avoided in the process.

As Americans we cherish freedom. We have defended and will defend to the death a man's right to follow his own conscience to the truth. What we sometimes fail to remember is that this freedom is a means, not an end. A child's conscience is not yet formed. It does not have the knowledge or the experience to make sound judgments on the truth of the multiplicity of notions that confront it. It is not depriving it of freedom, when it is shielded from error, rather it is aiding it in its search for truth.

On the other hand, the legitimate curiosity and the instinctive desire for free choice must not be stifled. If they are, the child will emerge either an ignoramus or a rebellious hellion, forever suspicious that authority fears the dissemination of truth.

Whatever other librarians may be, the Catholic librarian is not a clerk in a candy store dispensing goodies according to the whims of the customer. He is the custodian of truth, of error only inasmuch as it highlights the truth. He, together with parents and teachers, molds minds. The task is as sublime as it is fearful. None of us could dare to shoulder it without the help of the Infant Word.

Dec. 1955

VOL. 27 NO. 3

# Just Browsing

● This is the season for children's book fairs. The Pan American Union and the **Washington Post-Times Herald** will sponsor one jointly in Washington, D.C. November 12-20. The **Chicago Tribune** is planning a big one for the Windy City for the same dates. While these and other fairs throughout the country are aimed primarily at stimulating children's interest in good reading, an added motive is to cash in on the great Christmas market. Book Week is observed during this period for the same reason. Catholic librarians should make a point of visiting these great fairs both for their own professional enlightenment and for a practical lesson in how good commercial fairs are run, so they will be able to improve the quality of their own fairs during Catholic Book Week, February 19-25.

● The October, 1955, issue of **Illinois Libraries** devotes three articles to libraries and the needs of the aging. This topic is coming more and more to the fore as the percentage of older people in our population rapidly rises. This is just another indication that Catholic librarians will have to get to work on the problem themselves, for at the moment practically nothing is being done for the adult Catholic reader, let alone the aging.

● The first American Lecomte du Nouy Award was recently made to C. A. Coulson for his **Science and Christian Beliefs**. (University of North Carolina Press.) Though Nouy was baptized a Catholic he fell away and remained away for most of his life. But, despite the example of many of his fellows in the profession, his scientific research convinced him of the existence of the supernatural and he returned to the arms of his Mother. Among those administering the annual award are his wife, and Rev. John LaFarge, S.J.

● The Drexel Institute Library School is offering full tuition scholarships for the academic year 1956-57. Application may be made to the Dean of the School of Library Science, Drexel Institute of Technology, 32nd and Chestnut Sts., Philadelphia 4, Pa. Full credentials must be filed before April 1st.

● We pointed out in our October issue that Catholic University Press' new-book card service featured a number of C.U. theses to the exclusion of theses from other Catholic universities. We have discovered since that C.U. is the only Catholic institution publishing doctoral theses regularly in separate form. All the others are contented with typescripts or micro-film. Our apologies.

● The Audio Book Company of St. Joseph, Michigan has just released the complete **New Testament** (Confraternity Version) in "talking book" form. The thirty records take twenty-five hours to play. The narrator is Rev. Robert I. Gannon, S.J.

● Through an oversight two important CLA Committees were omitted from the **Handbook**. CLA representatives on the Council of National Library Associations are Rev. A. H. Mattlin, S.J. and Laurence A. Leavey. Rev. James Kortendick, S.S. continues to serve as our representative to the United States Book Exchange.



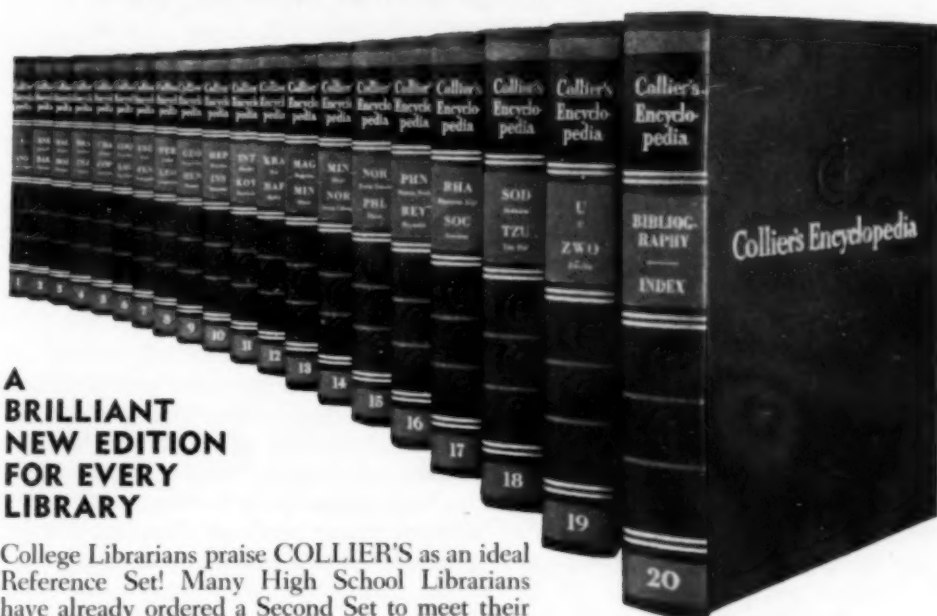
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● Speaking of the United States Book Exchange, we just received the discouraging news that their fee for weekly periodicals has been raised 150 per cent. The increase is attributed to "realistic accounting." At the new rates a year of **Time** or **Newsweek** would cost \$10.40, and a year of **America** the same. The cost of these same periodicals, as listed in the catalogue of one of the largest commercial dealers in back periodicals, is \$10.00 and \$7.00 respectively. USEB would charge \$3.00 for the **Sign** against the dealer's \$2.00. The additional hidden costs on the USEB service are the packing and shipping of your duplicates in exchange for the issues purchases, and the loss of revenue on the duplicates you give away instead of sell. The Exchange still offers a good deal on quarterlies, however, which remain at 25 cents.

● A new catalogue introduced to the Library of Congress schedules for the first time is invariably amazed at the thickness of the schedule devoted to Russian literature. We may be tempted to write off our Russian friends today, however, assuming that great literary production is a thing of the past. But an appendix to a recent L.S. Information Bulletin (October 31) reveals that the Russians are as prolific as ever. According to the 1954 edition of **Pechat' SSSR** (Press of the U.S.S.R.) 50,100 book titles were printed that year and 997,000,000 copies were distributed. Seventeen hundred and eighteen serials were published in fourteen thousand issues, exclusive of 7,108 newspapers. Even allowing for a substantial amount of pulp and padding, the figures are large. It is interesting to note that in the category "Religion. Atheism" 119 books were published along with four periodicals.

● Two free wheeling typist chairs have been causing occasional consternation in the small office that houses CLA's headquarters. One chair, Mrs. Egan's, sporting the very latest ball bearings would often go for a little roll for itself—secretly, as it were. Its unexpected absence caused a few embarrassing situations. The other chair, Mrs. Burgess' would occasionally lose a wheel—without fanfare, of course. Now a three legged chair can be quite a safe piece of furniture, but a four legged chair with three wheels can be most disconcerting. So we invested in two new chairs with all the latest safety features, and coral upholstery. It seems coral goes with doeskin. But no drapes yet!

● The drapes would only get in the way of a big promotion project under way. As most of our members now know, four thousand letters were mailed to all Catholic educational institutions in the United States above the elementary school level inviting their librarians to join CLA at a special introductory, new-member rate of \$3.75. We are in the process of preparing a Christmas mailing to the 15,000 pastors in the United States inviting them to enroll their parish librarian, or a Sister in their school, or a public librarian parishioner at special Christmas rates. We are hoping for immediate good results from these campaigns, but even if we only make expenses, CLA will become more widely known.

● To add a little international flavor to your library you might try a subscription to the **Sunday Examiner**, the Catholic diocesan weekly of Hong Kong. (Catholic Press Building, First Floor King's Building, Victoria, Hong Kong. \$4.00.) Featured in a recent issue was an article on the establishment of Mohammedanism as Indonesia's state religion, a list of foreign missionaries still in China by name, society and nationality, and a feature on the Church in Turkey. The **Examiner** has also been reporting in some detail the battle the Church is having with the Indian Government's educational ministry.



# How We Buy

## A SYMPOSIUM

No one these days can make an intelligent selection of books for library purchase without help. There are just too many. But there are so many "aids" that even a selection here is difficult. So CLW asked a dozen capable librarians to describe how they go about building a collection.

How do *you* order books? Do you still follow all the rules laid down in library school, or has experience taught you to make a few changes? Most of us make many adaptations of the classical ordering procedures to suit the needs of our own library. But, occasionally, we can pick up additional good ideas from observing how other people do things.

It would be pleasant to take a cross country trip to examine the order policies of a variety of libraries in various parts of the country, but few of us find old money pressed in the pages of the ancient volumes that come to us on the death of a benefactor. So we hit upon a letter to some well known librarians asking them eleven questions. We requested that their answers be frank, and that all notes and observations were welcome. The response was almost one hundred per cent, and we think that the information that follows will prove instructive for all of us.

The bold face type sets off the questions asked in our letter. Libraries are identified only by general geographical location and a letter of the alphabet, in order to save from possible embarrassment those of our respondents who have been unusually candid. The numbers on the paragraphs refer, of course, to the question numbers.

### Questions

- Q. 1. Who pick new acquisitions? The librarian? The faculty? Both?
- Q. 2. Do the faculty offer as many suggestions for new titles as you would like?

- Q. 3. Do you buy your books mostly from a jobber, or from the publishers directly?
- Q. 4. Do you buy foreign books directly from dealers in foreign countries, or from American importing firms? Or both?
- Q. 5. Do you subscribe to your magazines directly from the publisher, or through an agency?
- Q. 6. What medium of book selection do you find most helpful?
- Q. 7. Do you rely much on book reviews? In which magazines?
- Q. 8. Do you check the weekly list in "Publishers Weekly" regularly?
- Q. 9. Does the publishers' direct mail advertising have much effect on you?
- Q.10. Do you deliberately buy books which appear on "best list," such as "Books for Catholic Colleges," Catholic Book Week lists, Wilson "Standard Catalog" Lists?
- Q.11. Do you find booksellers' advertisements in the library periodicals influencing your purchase?

### Answers

#### Seminaries and Universities

##### A (Midwest)

1. New acquisitions are picked by and large by the librarian. Some faculty members and even some students will make suggestions.

Faculty recommendations are always honored.

2. Greater activity in book selection on the part of the faculty would be warmly welcomed.
3. Practically all purchases are made from a jobber or a local Catholic book store.
4. Foreign titles are purchased almost exclusively from an American importing firm.
5. Magazines are subscribed to through an agency.
6. As for medium of book selection, several prove helpful: *Books on Trial*, *U.S. Quarterly Book Review*, *New York Times Book Review*, *Publishers' Weekly* especially.
7. Book reviews are important influences, especially those in *Books on Trial*, *New York Times*, *U.S. Quarterly Book Review*, *Library Journal*, *College English* (the annotations). The *Book News* from Stechert-Hafner is always perused carefully.
8. The weekly list in *Publishers' Weekly* is checked quite regularly.
9. Direct mail advertising from university presses is influential, from Catholic publishers less so, from others, a minimum of influence.
10. The so-called "best lists" are influential, but we do not buy automatically. In general, though, these lists are very valuable and consistently used.
11. Advertisements in library periodicals are of some influence, but reviews and appearance on other lists are much more influential.

#### B (East)

1. The acquisitions are recommended to the extent of about 75 per cent by the faculty members working through academic departments for which specific book budgets are assigned. The librarian and library staff account for about 20-25 per cent.
2. By and large I would say that the faculty recommend a sufficiently large number of titles both new and old within budgetary limits. There are a few exceptions.
3. Most of our American books and foreign books are purchased from jobbers with direct purchase from the publisher being the exception. However, we have so many complicating factors here that I don't think our library could be used as a criterion.
4. The majority of our foreign books are procured directly from dealers in foreign countries and perhaps not more than 20 per cent from American firms.

5. About 90 per cent of our periodicals are received through four or five different agencies of which three are in this country and the balance abroad.
6. The media that I use here chiefly are *Publishers' Weekly*, the reviews in *America*, *Commonweal*, *Sign*, *Books on Trial*, and *Best Sellers*. One that I should use, and do, but only on an occasional basis, is the *United States Quarterly Book Review* which I have invariably found to be excellent.
7. This is largely answered in no. 6.
8. Yes; absolutely, this is a week to week requirement with me.
9. I look at publishers' direct mail advertising and quite frequently we made cards and buy on the basis of it.
10. We do check certain lists of which *Books for Catholic Colleges* is one, the *Winchell Guide* is another and we make planned attempts to purchase the items that we think should be here.
11. I would not recall any case where a book-seller's advertisement in a library periodical influenced our purchase.

#### C (Midwest)

1. I believe that we are fortunate in having a very high percentage of the faculty assist in the selection of new acquisitions or new additions to the library, which may be books in the remainder and antiquarian field. I think I would be right in saying that 90 per cent of our new acquisitions are selected by the faculty. In addition to that the librarian does offer some help together with the staff in the selection of new acquisitions.
2. I believe that the faculty offers as many suggestions as we can use in terms of the budget. There are some departments which do not spend all of their departmental funds. In this situation the money is made available to other departments. The fact that we spend our book budget completely, in fact we exceeded it slightly, indicates we have as many suggestions for new titles from the faculty as we can use.
3. Most of our books are bought directly from jobbers or agents. Occasionally we do buy directly from publishers, especially when we buy multiple copies for reserve reading, or when we are in a special need for a book.
4. Our foreign books are sometimes bought from dealers in foreign countries and sometimes from American importing firms. As

you know, some of the British university presses suggest that it is more economical to buy from an American branch than from the English houses. I do not find it possible to say at this time how the decision of purchasing is made; that is to say, I do not know why in some cases we buy directly from dealers in foreign countries and in some other cases from American importing firms. We try to maintain our contacts with the American importing firms or the dealers in foreign countries so that if anything happens, we always have someone to fall back on with whom we have previously done business.

5. I believe that most of our periodical and serial subscriptions are placed with agents. I am unable to say what proportion of the subscriptions are placed with agents or with the dealer. As you know, in some cases, we have no choice.
6. I do not believe that I can tell you what book selection aides we find most helpful. Since 90 per cent of the selection is done by the faculty, as I have said above, I do not know what mediums they use.
7. The same answer must be used here as in question 6. I do have a feeling, however, that the faculty depends a great deal on the book reviews in the leading professional journals of their subject field. I believe it would be much too long to list all of them here in view of the number of academic subjects taught in the university, and the size of the faculty.
8. I do check the weekly list myself in the *Publishers' Weekly*.
9. Occasionally we do make use of the publishers' direct mail advertising. This is especially true of books that are written by outstanding scholars in the field. We believe that in these cases, it is invariably going to be a necessary book and that we will not have to rely on the book review as a guide.
10. At the moment, we do not deliberately buy books which appear on any "best lists" so called. This does not mean that at some future time we will not do so. But since you are concerned with our present policies, I must answer this question in the negative.
11. I think I can use the same answer here as I have used for question 9; namely, that if we see announcements of books written by authors or the outstanding scholars in the field, we try to buy them immediately.

Note: I believe that I ought to say also that being a university library, our approach to buying might be a little different than in a college library. Since

the book budget in a university library is always considerably higher than in a small college library, I believe that we have more latitude in the number of books we buy.

Although we are often put in the position of having to choose books we would like to buy because of the size of the budget, I do not believe that this limitation is as serious a factor as it might be in a college library. I say this only to explain why librarians in a college library might have to depend more upon book reviews, since the pressure to find the most useful book is rather heavy. In the university library, on the other hand, we probably would find that we could buy three or four new books on the same subject where a college library would have to use a great deal of discernment in order to select perhaps just one.

#### D (East)

1. New acquisitions. What is accessioned is entirely the responsibility of the librarian. Book orders initiate with both professors and the library.
  - a) When a professor requests a book for his room-set (these are *not* library books) he sometimes suggests a copy for the library. If he does not, I frequently consult; if I know the book, or the author, etc., I frequently order copy for the library without consulting. Rarely do profs suggest titles for the library unless they are at the same time requesting a book for their room-set; some few exceptions . . . but even these are not regular in selecting books.
  - b). A good proportion of the theological titles are purchased on my own initiative, both new and second-hand. In checking second-hand catalogues, I frequently am able to persuade profs to pick good titles; or consult about titles that I have picked.
  - c). Almost all non-theological titles are purchased on my initiative, or that of the staff; with some consultation of course and giving credit for many assists from members of the community.
2. No—not even in their own fields of interest; and I would like them to go far afield if they would.

However, I have found this true from experience of certain men and certain books: the more specialized the scholar, the more narrow is his judgment of books. So, the "expert" opinion is not always the right opinion for the library to follow. An extreme example: if I followed strictly the opinion of

the Old Testament prof here he (and many agree with him, of course) says it is a poor translation; and the students should read only the best translations. But I would never dream of eliminating or debarring Knox. . .'

3. From several jobbers. From publishers only when we purchase large quantities; or perhaps a rush order; and of course standing orders for unfinished sets; although German continuations are bought through our jobber.
4. Almost all foreign books from dealers in foreign countries: one for England; one for Belgium, Holland, France; one for Germany, Austria, Switzerland; one for Italy; one for Spain. Some exceptions of course, but then our foreign imports are quite extensive. I would guess that almost half of our business is foreign (include England in that); and we spend about \$10,000 a year.
5. Through agents: a domestic agent for American titles and foreign book agents for the foreign titles.
6. It would be quite impossible to select any one medium as most helpful. If statistics will serve, I would guess that I pick more titles from the *Literary Supplement* of the *London Times* than from any other one medium. This results from the wide coverage of the *Supplement* plus the twofold nature of the seminary library: it is a general college library and a special library too.
7. Yes. Which?—too many to list; more or less all of the important ones received, both theological and non-theological; Catholic and non-Catholic. However, this checking is not done regularly, or on schedule, as perhaps it should be. I figure there is enough overlapping, considering all the checking we do in different media—I am quite sure we know about all the important titles that we might be interested in, without a thorough check of all reviews.
8. Yes. Also the weekly *British National Bibliography*, which is just as fertile, if not more so; also the classified announcement lists in *Library Journal*—e.g., New Religious Books in LJ for September 1; for French books: the monthly classified list *Le Selection des Bibliothèques de France*; for German books, the *Deutsche Bibliographie das Deutsche Buch* and the classified lists sent out regularly by Harrassowitz.
9. Yes, to this extent:
  - a) we do not bother to keep any elaborate bookkeeping of unfinished sets—depends on publishers' announcements;

b) we order immediately from announcements new titles of known authors, new titles of undoubted interest no matter what the actual worth of the book—e.g., any biography of a prominent ecclesiastic.

c) good for keeping tabs on new titles of our community's authors, which are of interest here, whether the books themselves are good, mediocre, or poor.

10. Not very much.

11. Not very much.

Note: Your questions did not include queries on three important classes of book information media; sources of purchase ideas—sources of knowing books, whether they are actually purchased or not.

a) The lists of current books, most frequently classified in some way, to some extent, sent out by a number of the larger bookstores, dealers, importers. Adler; and Stechert in New York; Blackwell in Oxford, and Thornton; *Brill's Weekly* from Brill in Leiden; Nauwelaerts in Louvain; *Duckett's Register* from Duckett's in London; D'Auria in Naples; the Newman list; etc. These are always glanced through, even if not checked carefully; especially the foreign lists. Many important foreign titles are printed in small runs; hence they are apt to be out of print by the time one gets around to ordering from a reviewing medium where the review is one, two or even three years late. This applies, too, to the European publishers' lists which we check more carefully than the American and British. And to some extent, we have standing orders with European publishers—for instance we get everything published by Du Cerf in Paris.

b) Second-hand book catalogues. Apart from the catalogues of general interest, periodically there are catalogues of religion titles; and less often to Catholic titles; but good, extensive ones from Germany, France, Switzerland with very reasonable prices. And almost any catalogue from any scholarly book-dealer—William Salloch in New York, let us say,—has something of interest to the seminary librarian, even if not within his range.

c) The auction catalogues. We follow the weekly auctions in New York, the periodic ones in Philadelphia, watching for interesting items at low prices. Not too important as a source for us, but this would be useful for any library that is more or less new and trying hard to catch up. Standard titles, sets, etc., can be bought at ridiculous prices if one has the patience to watch and to wait, and the right agent to do the buying.



### E (Far West)

1. Book selection is carried on by the librarian, the library staff and the faculty. All professional literature, *Tablet*, *Saturday Review of Literature*, *Books on Trial* are routed to the library staff and then left in the staff room until the following issue is received.
2. Suggestions for new titles from faculty members vary according to departments in the university. Some departments are extremely cooperative, others require suggestions from the librarian and the library staff.
3. We purchase most "trade" books from a jobber. "Rush" orders are usually sent to the publisher directly. All university press books are purchased directly from the presses. Out-of-print orders are placed according to the character of the order, or from dealers' catalogues.
4. We purchase foreign books from foreign dealers and from an agent in New York. We deal through Blackwell in Oxford, Nijhoff at the Hague, Catholic Book Agency in Rome and some foreign publications directly from the dealer or publisher.
5. We subscribe to our magazines through a domestic agent as well as through Blackwell and Nijhoff. We also have a few direct subscriptions and memberships.
6. It is difficult to state what medium of book selection we find most helpful. We use various mediums for the different fields, concentrating on the needs of our reference and our general collection.

The librarian makes suggestions from various mediums foreign and domestic.

The order librarian consistently checks the U. S. *Quarterly Book Review*, list of books from university presses, *Library Journal*, *College and Research Libraries*, *CATHOLIC LIBRARY WORLD*, *London Times*, *Literary Supplement*, *New York Times Book Review* and various bibliographies. Other mediums are checked by members of the library staff.
7. We rely upon book reviews and upon faculty suggestions. About 75 per cent of our orders come from faculty suggestions.
8. The order librarian checks the weekly list in the *Publishers' Weekly* regularly.
9. Publishers' direct mail advertising does not affect our ordering greatly.
10. We deliberately buy books on lists for college or university libraries such as *Books for Catholic Colleges* but not on lists such as the *Standard Catalog*.

11. Booksellers' advertisements do not greatly influence our purchases, though we do note announcements.

### Colleges

#### A (Midwest)

- 1,2. The librarian, with the cooperation of the faculty. Actually, the librarian does more than the lion's share. The faculty are most appreciative of her efforts, but the librarian would appreciate more suggestions. (Too many of the suggestions received are for textbooks which the librarian does not wish to acquire. Occasionally a member of the faculty will request some sort of handbook, which she wishes to check out by the year and use as a sort of laboratory tool. We cannot afford this sort of thing, but I am most fortunate in that everyone is most willing to listen to my explanations.)
3. Practically all from jobbers.
4. Experience too limited in this field: I shall not presume.
5. Agency for most.
- 6,7,10. I cannot name one medium as most useful, but I do rely on reviews and lists.

Book reviews: I suppose I use *Books on Trial* and *America* most. I could add others, but it would be quicker to say: periodicals indexed in THE CATHOLIC PERIODICAL INDEX. Being small, poor, and junior, we do not have *Book Review Digest* or many of the specialized journals indexed therein but we find CPI invaluable.

Standard lists: Add Mohrhardt and Bertalan for junior colleges, and Wilson's *The Library in College Instruction*. These have great weight when I am trying to strengthen a department, to build a new one, or to achieve a better balance. Inclusion in such a list is often, though not always, the deciding factor when I am trying to choose among recommended titles.
8. No. (Mea culpa?)
9. No. It is often interesting (and often a burden that I neglect or ignore) but even when I feel quite sure that I would have seen a review in due season. And I almost always wait for the review.
11. More than 9. But I seldom act on it.

#### B (East)

1. Two basic principles should govern the selection of books for any type of library: (1) the

- selection should be on a functional basis, e.g., every book added should have a definite place in the library; and (2) the selection should be a corporate business. These principles have been in constant operation in building up our collection. The librarian selects all general reference and recreational reading books, in addition to such books in the various fields of study which have been overlooked by the faculty in their selection. But the librarian does not attempt to select in fields where she is not "at home"; e.g., science and philosophy. The faculty members select the books which they need to keep themselves up-to-date and the collateral books they wish their students to read.
2. Generally, the faculty members in the departments of Art, Biology, Education, French, History, Politics, and Psychology select adequately each year. In other fields the selection by faculty members is not entirely adequate and needs supplementing by the librarian. In the field of English, the librarian usually selects the majority of the new titles (in the past year the total spent in this subject was approximately \$400). All members of the faculty may select books, and at any time.
  3. Books are ordered by the librarian (1) directly from the publisher; (2) from the general dealer or jobber; and (3) from second-hand and remainder firms. The source depends upon a number of things: the date when the titles are needed and the discount expected. If a book is needed within a week, the order is sent directly to the publisher, who will supply it within a few days. If there is no immediate need, the book is ordered from the jobber, except when the book is not a trade edition, and would bring a short discount; in that case, it is usually ordered through the campus bookstore.
  4. As a matter of convenience, foreign books are generally bought from a domestic agent, but a few titles are purchased direct from English and French publishers. The time element is the decisive factor here also. The volume of foreign titles is too slight to have a foreign agent.
  5. All magazines, except those which are the organs of associations and come with memberships, are ordered in bulk through a magazine agency. This practice reduces the amount of work involved in ordering, in paying bills, etc., and secures a bulk discount that is not inconsiderable.
  6. Reading book reviews becomes habitual to a librarian, and she forms at the same time the habit of reading certain magazines. Some have more satisfactory reviews than others. No single medium is the most helpful, but the following, it seems to me, give satisfactory reviews: *The New York Times Book Review*, *America*, *Books-on-Trial*, *The Catholic Historical Review*, *THE CATHOLIC LIBRARY WORLD*, and *The U.S. Quarterly Book Review*. The first, which comes on Sunday, gives a short list of the latest books in the various subject fields and reviews many important and popular books; *America* comes early in the week and contains a fair number of reviews important to the Catholic college library; *Books-on-Trial* gives eight times a year an overall picture of the Catholic publishing world, in addition to some important secular publications; *The Catholic Historical Review* gives each quarter a most useful coverage of historical and related fields. The *CATHOLIC LIBRARY WORLD* keeps the librarian abreast of reference and professional literature. In addition to the perusal of these, publishers' lists are conned as they arrive and are checked for titles to be purchased later.
  7. I find the reviews most dependable in 1) *America* for (fiction, biography and religion) 2) *The Catholic Historical Review* (for history, historical biography, politics and allied fields). 3) *Books-on-Trial* for general and religious books. 4) *The U.S. Quarterly Review* for the scholarly books, particularly in the fields of art, literature and reference. 5) *THE CATHOLIC LIBRARY WORLD* for reference books especially.
  8. *Publishers' Weekly*, which is a lengthy and general list, was not found very useful as a selection medium for a college collection. We do not use it here.
  9. The publishers' direct mail is sorted immediately upon receipt. Very few books are ordered from these notices, and those only if the librarian recognizes the value of the titles.
  10. Titles are purchased from such standard lists as *Books for Catholic Colleges*, *The Catholic Booklist*, the annual Catholic Book Week list, etc., but not from the *Standard Catalogs*, which are selections intended for public libraries.
  11. Years of experience make the selector fool-proof against advertisements. However, we do order occasionally from ads when the item is something we are looking for and we have some knowledge of its worth.

### C (East)

1. Both.
2. No.
3. College bookstore. Manager orders direct from publisher.
4. Both.
5. Majority through agency. Some, of course, must be ordered from publishers.
6. Professional magazines; *New York Times*, etc.
7. Yes. *America*; *Catholic World*; *Commweal*; *ALA Bulletin*, etc.
8. No.
9. Yes, in specialized fields.
10. Definitely. Both library and departmental purchases show importance of these media.
11. Yes, quite a strong, direct appeal.

Note: Book purchasing is not directly the responsibility of the director of the library: it is carried out through the acquisitions department. A primary activity would include checking for duplication. This is particularly important in recent titles, suggested by cognate departments, such as English and World Literature departments for a basic materials of criticism.

Processing of requests includes the approbation all the way through, of the director of the library. Requests are seldom turned down, if they are in line with budget allowances and collection needs or utility.

Any conscientious librarian just must check book announcements and book lists. As a matter of professional pride he is expected to know of significant new publications. Librarians, in general, delight in this form of desultory reading, but cannot indulge in it for too long a time simply because of the press of other duties. It is, however, a pleasure needed for his professional alertness and should not be flagrantly neglected.

In the matter of magazines, the responsibility here is in the hands of the serials librarian. As in book selection the vice to be avoided is to be static or satisfied. The field is constantly changing. The emphasis in curricular use and exploitation is shifting. To utilize the amount of money spent in the purchase of magazines each year, enterprise must be employed in adding and in dropping titles as they appear or as their significant utility passes.

### D (Far West)

1. The librarian and faculty both engage in selecting new acquisitions. Faculty selections are via "order cards" channeled through the chairmen of their respective departments to

the librarian who places orders for those not in excess of the department's book budget.

2. Some departments overdo themselves with requests for new books, while other departments fail to keep their subject field of the collection expanding and up-to-date.
3. The majority of the newly published books are ordered on multiple order forms from one of two local jobbers; only those of obscure publishers are ordered direct. At least one third of the books purchased are out-of-print or available on the used book market. These are selected from book dealers' catalogues rather than acquired by physical efforts of shopping at local second hand book shops. From time to time a list of such titles is sent to used book dealers for quotations. The dealer giving the lowest quotations gets the order.
4. Orders for not less than four or five titles are placed directly with foreign dealers (not publishers) who have given satisfactory service over a period of years. Small orders for foreign books are placed with specializing dealers in New York or Los Angeles.
5. As we are currently receiving by paid subscription more than 400 periodicals we deal with an agent for all but a few foreign magazines. These we order direct from their publishers.
6. The best and most helpful subject book receiving media are read by the respective faculty members; therefore the librarian does not take time to search them for essential titles for purchase.
7. This is answered above. To list titles here would make this report too long.
8. The librarian faithfully and carefully checks the *Publishers' Weekly* regularly for announcements of new editions of important books, especially those reported below the line.
9. The publishers' direct mail advertising is carefully filed (for faculty or students reference) or they are routed to the reference librarian to consider for purchase those publications essential to the general reference collection.
10. In building up sections of the collection neglected by faculty we have used *Shaws' List of Books for College Libraries*, *Books for Catholic Colleges* and *Winchell's Guide to Reference Books*.
11. Personally, I have not found that booksellers' advertisements in library periodicals influence my purchases, nor have I found book reviews

in library magazines helpful to selection. The reviews are in large part repetitious or inferior to reviews of some books in specialized periodicals or in those directed to general readers.

Note: The faculty, of course, is in large part responsible for the selection of material in their specific fields, while the librarian takes responsibility for reference and other books of general interest. In practice, however, the library staff has also assumed responsibility for special subject fields neglected by the faculty. For such fields the librarian has given assistance to the department heads by offering specialized, bibliographical assistance in the form of desiderata lists based on studies of the library's holdings and standard bibliographies.

The librarian handles the work of the order department with the aid of a clerical assistant. She makes systematic analysis of weak spots in the book collection through the checking of bibliographies against the library's holdings. A desiderata list is prepared on cards and filed under the general subject in a cabinet in the librarian's office.

There is a routine and prompt checking of second hand and exchange lists against the general desiderata file as well as against the library catalogue and immediate orders are placed for the items needed. For the current publications and reprints the usual book review media are carefully checked by the librarian. It is not the policy to route used-book dealers' list to faculty members. Publishers announcements are kept on file in the order department as well as other selection tools, i.e., *Publishers' Trade List Annual* and *Cumulative Book Index* may be used by faculty members.

## High Schools

### A (Midwest)

1. New acquisitions are picked by the librarian and faculty, with the emphasis on the librarian.
2. Faculty members do not offer as many suggestions for new titles as I would like them to. Whenever the principle book orders of the year are prepared, each faculty member is given a sheet with a request to list the titles he wishes added to the library. Usually only about one-third return the sheet. When I ask them why they don't suggest titles, they usually answer, "I'll leave it up to you; you know more about books than I do."

3. Our books are bought from both jobber and publishers—about 50-50. After I have a list prepared for purchase I separate the cards according to publishers. If these are five or more titles for the same publisher I order directly from the publisher through our school bookstore. The rest of the books I order from a local jobber who give 30 per cent discount on all trade books. To order directly from the publisher for less than five titles does not pay when you can get a discount like that. In addition, the jobber delivers without postage charge or delivery charge, so the discount really is more than 30 per cent.
4. I do not buy many foreign books, but when I do I usually order through a domestic agent. They always advertise in CLW and deserve support.
5. Most of our magazines are obtained through an agency.
6. My chief book selection aids are *Standard Catalog for High School Library*, with *Catholic Supplement*, *Best Sellers* and *Books on Trial*.
7. I rely on book reviews in *Best Sellers* and *Books on Trial*, but not very much on the reviews in the other adult magazines whether Catholic or secular. They do not distinguish between books that are suitable for adults and adolescents. *BS* and *BOT* do distinguish.
8. We do not subscribe to *Publishers' Weekly*.
9. Publishers' direct mail advertising seldom has any effect on me. There are exceptions, such as H. W. Wilson and a few others. In general, it ends in my waste basket.
10. I do deliberately select books from the official Catholic Book Week lists and Wilson's *Standard Catalog* lists.
11. Advertisements in the library periodicals probably influence me in that they urge me to look up the reviews on the titles, but do not purchase just because the book is widely advertised. I have little direct contact with booksellers and therefore am seldom influenced by them in purchasing.

### B (Far West)

1. Both.
2. No.
3. Jobber.
4. American importing firms. Few foreign books are purchased.
5. Publisher.
6. *CATHOLIC LIBRARY WORLD*, Catholic Booklist in Wilson, *Standard Catalog for High*



School Libraries, also non-Catholic section for non-fiction. Library friends advise me about non-Catholic books.

7. —
8. Not at all.
9. Some—Image Books for example.
10. Yes.
11. If Catholic, yes.

### Public Library—Juvenile

#### A (East)

1. New acquisitions are checked to be ordered on approval by the head of the children's division. They are then read and critical annotations made by one or more children's librarians. The final decision on the purchase of new titles for the juvenile book collection is made by the head of the children's division.
2. The children's librarians and/or the general public may request that we order any title on approval in which they are interested. An answer and a reason for nonacceptance if we turn down the book, is always given. We get few such requests.
3. We buy all of our books from a jobber except foreign books.

4. Does not apply. The few foreign juveniles purchased have been by means of visits to special importers in New York.
5. Through an agency.
6. The Juvenile Supplement of the *Virginia Kirkus Service Bulletin* is checked first for approvals—not because it is the best but because it is complete and reviews many titles before publication date.
7. We rely almost entirely on book reviews before reading the titles ourselves. In addition to the Kirkus Service, the following are checked: *Saturday Review of Literature*, *Junior Libraries*, *Junior Reviewers*, *Bulletin of the Children's Book Center*, *New York Times*, *New York Herald Tribune*, *Wilson Library Bulletin*, *Horn Book*, *Booklist*.
8. Yes, for readers and text book material neither reviewed nor voted in the usual book-reviewing periodicals.
9. No. Is casually glanced at to see what is being published. We never order from the advertisement itself.
10. No.
11. No influence beyond being made conscious of certain titles by seeing them mentioned a number of times.

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# Catholic Training For Librarianship

BY WILLIAM A. FITZGERALD

**The Director of the Library School at George Peabody College in Nashville, Tenn., a former president of CLA, discusses ALA's "Standards for Accreditation," and the particular function of Catholic schools of library science.**

Formal education for librarianship has been an American concern ever since Melvil Dewey, in 1887, organized at Columbia the first school for embryo librarians. Since that time various library schools have come into existence, of which some still function, while some others have disappeared from the scene. To a great extent curricula have been planned on the basis of standards set up on different occasions by the Board of Education for Librarianship of the American Library Association. In the Catholic educational field five library schools have been established which were accredited under earlier standards by the Board of Education for Librarianship: College of St. Catherine Library School (St. Paul, Minnesota), in 1931; Rosary College Department of Library Science (River Forest, Illinois), in 1938; Our Lady of the Lake College School of Library Science (San Antonio, Texas), in 1943; Marywood College Department of Librarianship (Scranton, Pennsylvania), in 1946; Catholic University of America Department of Library Science (Washington, D.C.), in 1948. However, on the September 1955 "List of Accredited Library Schools" there remain only Catholic University and St. Catherine's, both of which are scheduled for reevaluation under the 1951 "Standards" in a program closing June 30, 1957.

On July 13, 1951, the Council of the American Library Association adopted "Standards for Accreditation" which had been presented to it through the Board of Education for Librarianship. Later the "Standards for Accreditation" were implemented by a "Statement of Interpretation" to accompany these standards. Using these

"Standards" with the accompanying "Statement of Interpretation" the Board, starting in 1953, has approved three new Library Schools (Florida, Texas and Indiana) which had not been accredited previously, reapproved eleven Library Schools (Atlanta, California, Carnegie, Drexel, Emory, Illinois, Kentucky, Louisiana, Michigan, Peabody, Simmons) previously accredited under minimum standards adopted in 1933, and failed to accredit three previously approved Library Schools (Marywood, Rosary, Our Lady of the Lake); twenty-one Library Schools previously approved have not, as yet, been visited. However, they are scheduled for evaluation under the 1951 Standards in the program ending June 30, 1957.

The "Standards" were evolved after much discussion and suggestion on the part of Library School Faculties and other librarians interested in library education, were published as tentative before they were accepted, and were approved by the A.L.A. Council, representing approximately 22,000 librarians. Opportunities for suggested changes on the part of those interested existed at all times.

It was clearly stated that the standards were to provide principles for evaluating the *basic program* of education for librarianship including five years of academic and professional study beyond secondary school. Moreover, it was believed that the relatively general character of the "Standards" would make them useful for many years. It was decided to evaluate at later periods undergraduate programs intended to train teacher-librarians or library assistants, and advanced programs leading to the doctorate.

Accordingly, whether the library education

should be spread out through the five years or concentrated in the fifth year it was understood that the final result would be graduation with the master's degree from an accredited institution of higher education, and since the master's degree program functions in a graduate school the assumption would be that a library school should be a professional division or department of such a graduate school. The question could arise whether a college maintaining only one or two graduate departments maintains a graduate school.

The Board of Education for Librarianship published in April, 1953, a small mimeographed brochure entitled "Statement of Interpretation to Accompany Standards for Accreditation Adopted by the A.L.A. Council, July 13, 1951." This interpretative material is more specific than the "Standards" and will be revised more frequently than the "Standards." Moreover, the "interpretative statement" is designed primarily to establish a basis for conformity in the evaluation of various programs by different visiting committees." Since it serves, as well, as a self-evaluation for any library school or library training agency it can be recommended highly for that purpose to any library school or library science department functioning within the span of five years beyond secondary school, especially to one planning to seek national accreditation for the basic program in librarianship.

The "Statement" indicates four factors to be considered by visiting committee members in their appraisal of a library school:

1. purposes and objectives
2. character of the curriculum
3. effectiveness of instruction
4. professional spirit or atmosphere.

However, sources of evidence are so detailed that the evidence will be included in a preliminary report and available at the time of the actual visit of the committee. Thus, the brochure or "Statement of Interpretation" includes:

1. The *Standards*—section by section, followed by
2. An *Interpretation* of each specific standard, and
3. *Sources of Evidence*, including necessary statements, reports, statistics and other items to document the report.

The *Standards* deal with:

- (1) *Organization and Administration*, stressing a library school which is an integral part of its parent institution, enjoying status and continuing support,

administered by a suitable executive officer empowered to accomplish the objectives of the library school and to fulfill all necessary responsibilities.

- (2) *Finance*, stressing a library school provided with continuing financial support to maintain good professional education; relating this to the size of the school, program, general support of the entire institution, instructional facilities and equipment.
- (3) *Faculty*, stressing adequacy in number, authority and competence, including a corps of full time members, for stability and continuity of instruction and for the representation of a variety of competencies.
- (4) *Administrative Staff*, stressing adequacy and competence of the administrative and non-instructional assistants.
- (5) *Curriculum*, stressing general academic and professional education requiring a minimum of five years beyond secondary school, with library education covering approximately one fifth of the five year program.
- (6) *Admission*, strong requirements of intellectual strength, personal balance, aptitude for library service, and professional promise.
- (7) *Degree*, to be awarded, master's.
- (8) *Quarters*, adequate and suitable for the program and effective for administration and instruction.
- (9) *Library Facilities*, stressing adequacy, including library of institution, special collections of library school and other local library resources.

Since all graduate library schools, including Catholic library schools, which offer the master's degree in librarianship, will be evaluated on the basis of these standards it is to the professional advantage of each library school to meet these standards according to the letter, and more so, according to the spirit. This would seem to be a basic principle.

In addition to, or as part of fulfilling, those standards the question can arise as to the functions peculiar to the Catholic library school. Two, which should prove most useful in the preparation of Catholic librarians, readily come to mind:

1. The institution—college or university—of which the Catholic library school is a part, will reflect a Catholic philosophy of education, which presumably, will per-

meate the entire program of teaching, guidance and study. The fatherhood of God to which is linked the dignity of man will be an essential aspect of this philosophy. Undoubtedly these concepts will flow from professor to student in such a way as to enliven the significance of librarianship as a real service agency and, consequently, a real profession. Also, the clearcut Thomistic philosophical principles concerning, for example, freedom and authority, should prove of inestimable value in evaluating book selection requirements and in the organization for use of books in many disputed fields.

2. The library holdings of the Catholic institution should be very rich in Catholic bibliographical materials. Thus, for convenient examination purposes, the student will have access to an abundance of reference tools including not only books and bibliographies and indexes, but also journals and other printed materials with a Catholic content. Moreover, the classification of books in the Catholic field and the use of subject headings for these materials may be followed more closely in practice as well as in theory. Thus, the student will be able to examine, at first-hand, more of this specialized material than is usually available in other institutions of learning.

I should imagine that future librarians for Catholic colleges, seminaries and universities, for obvious reasons, should secure their library education at library schools located in large university centers. Otherwise they will not have the opportunity to examine, close at hand the many reference and other bibliographical items which they need to see, nor will they be able to observe and compare the variety of activities in the operation of large libraries. Moreover, if they are

not at a university center, they will not have for graduate related study and guidance what the strong university departments of instruction offer.

If the library school, as part of a college, is not affiliated with the graduate school of a university, this should seem to be a suggested point of development, because it would open the doors to the many facets of university instruction and to the resources of the university library collections. Most of all it would bring the student into close association with research and research methods.

In addition to good teaching, good collections and the other customary facilities, those who wish to become Catholic school librarians need good model school libraries, close at hand, where library practice can be observed and collections examined. Theory without practice, or the lack of opportunity to observe theory put to work, will prove inadequate training. Moreover, since most school librarians must be certified as teachers this advantage of having their training obtained at a library school close to a strong university department or school of education is obvious.

The Catholic library school has filled a special function in education for librarianship. The values coming from the philosophy of life and the special collections existing in Catholic institutions of higher learning document this fact. With the continued crying demand for properly qualified librarians in the Catholic educational institutions of the country, the need for strong library schools continues. From this circumstance may come rebirth of a committee of the Catholic Library Association which had as its objective one of the six specified for the entire Association: "To act as a standardizing agency of Catholic library schools by cooperation with national and state standardizing agencies."

### 1955-56 CALENDAR

December. Western New York Unit, Bishop McMahon High School, Buffalo, N.Y.

January. Greater Louisville Unit.

January 21. New England Unit, Boston College High School, Boston, Mass.

January 28. Greater New York Unit, St. Clare's School of Nursing, New York, N.Y.

January 28. Trenton Unit, St. Francis Hospital, Trenton, N.J.—Executive Meeting.

February 9. Greater Cincinnati Unit, 3:30-5:00 p.m. at the Fontbonne.

February 18. Greater St. Louis Unit, Annual Conference, Dubourg High School, St. Louis, Mo.

February 19-25. Catholic Book Week. Theme: CHRISTIAN BOOKS: BUILDING MINDS FOR TOMORROW.



# Techniques for Handling Phonograph Records

BY SISTER M. EDMUND, C.S.J.

Perhaps the phonograph record collection in your school is not yet located in the library, but the odds are it will be. The Record Librarian at St. Catherine's College, St. Paul, Minn., tells you what to do when you get it.

The proliferation of excellent, technically-improved phonograph records in recent years has opened up many new possibilities for providing information, recreation, and inspiration for library users. There are thousands of good recordings available in ever-increasing quantities. The greater number of these are music records, but there are also historical and documentary records, recordings of drama and poetry, children's records, and an amazing array of specialty recordings of such sounds as bird calls and theatrical sound effects. Available also are many recordings of folk music, the study of which has been greatly aided by the development of recording media.

The increase and improvement in phonograph record production is so recent and has gone at such a rapid rate that the "bibliographic" organization of records has not yet caught up, but tools suitable for use by the librarian in the acquisition and cataloguing of phonograph records are now available.

Annotations and reviews of recordings are appearing as aids to selection in more and more periodicals. Two record-reviewing sections which are good for librarians, although music specialists may not find them sufficiently critical, are those in the *Saturday Review* and *Library Journal*. Record reviews in these and about twenty other periodicals are indexed in *Notes*, the quarterly journal of the Music Library Association. This index and its cumulation is similar to *Book Review Digest* in aim and method, even making use of the plus and minus device.

*The Long Playing Record Catalog\** and *The*

*Long Player†* are tools which give a complete listing of "in print" or currently available long playing records (which are, with a few exceptions, the only records now being produced because of their superiority over the older so-called standard records). These two catalogues, published for commercial rather than for library purposes, but very helpful for the latter, are monthly cumulations containing an alphabetical composer listing, followed by special sections for folk music, children's records, the theater, films and speech.

Before discussing the complete classification and cataloguing of records and the work Library of Congress and the Music Library Association are doing in this regard, it might be well to mention more simple methods of organizing small collections of records for popular use.

The most simple scheme is a numerical arrangement by accession number, each record or album having a fixed location. This is an efficient scheme only if there are closed shelves and if the shelf order is supplemented by a catalogue which gives composer, form, subject, and performer approaches.

Another simple method is an alphabetical arrangement by composer or by Cutter number. This is a practical system for the public to use because it puts together all of the works of one composer. However, there is the problem of sub-

\* Published by W. Schwann, 131 Clarendon Street, Boston 16. Available from record dealers.

† Published by Long Player Publications, Box 346, New York 19. Available through subscription, \$3.00 per year, or from record dealers.

arrangement under prolific composers like Bach, Beethoven, and Mozart. To approach the collection by form or by medium of performance—that is, to find piano music or to find an opera or a symphony—there is need for a card catalogue.

A scheme which is simple but so unsatisfactory as to call for a word of caution here is arrangement by trade symbols or manufacturers' numbers. Because of the large number of manufacturing companies, such a system could soon become very complicated. Furthermore, such an approach is meaningless. A patron may be interested in finding Mozart's works or certain operas, but rarely is anyone (other than a salesman!) interested in finding all the Victor or Columbia records a library has.

### Form First

Perhaps the most common and generally satisfactory method of arrangement is by form (sonatas, etc.) and medium of performance (violin music, etc.). For a small collection that has popular rather than scholarly use, a simple kind of form arrangement is possible. Broad categories, such as Symphonies, Operas, and Piano Music, might be used, with an arbitrary mark such as "S," "O," and "P," given for each. With this mark might be combined a Cutter number so that, within a category, records would be arranged alphabetically. For instance, Wagner's *Lohengrin* might be given "O" for opera and the Cutter number, "W12." A scheme like this is quite arbitrary and would have to be worked out carefully by the individual library. It would be practical only for a collection that would not expand beyond a few hundred records.

The best arrangement for an expanding collection is form classification like the Library of Congress "M" class or the Dewey 780's. Each of these music classes is divided into the two broad divisions, instrumental music and vocal music, but the further breakdown of these divisions is different in the two systems. As the L.C. "M" class has been worked out by music specialists and is more recent and complete, it would serve better a large, scholarly collection of music recordings in a college or conservatory library. Because of its simplicity and relative brevity, the Dewey system might be better for the small record collection that has popular use. Whether the 780's or the "M" class is used depends ultimately upon the classification used by the library as a whole.

For non-music recordings the appropriate num-

bers in other classes, Dewey or Library of Congress, may be used. For instance, if the library has *Julius Caesar* in both printed form and on records, each may be given the same classification number. The recorded version may be distinguished by some kind of location mark.

Whatever the arrangement or classification system used, a record collection that is to be organized at all needs a card catalogue. In addition to the usual author, title, and subject approaches, there is need for a performer approach. For a small collection cataloguing may be brief, but it should be consistent with current principles of phonograph record cataloguing.

Rules for the systematic cataloguing of sound recordings were first codified by the Music Library Association, which has done perhaps more than any other one group to set the "bibliographic" organization of phonograph records on a firm foundation. The M.L.A. *Code for Cataloging Phonograph Records* was published in 1942 as one chapter of their *Code for Cataloging Music*. The recent revolutionary developments in sound recording and the growing importance of non-music recordings necessitated some changes in expansions in the rules. For the revision of the code a Joint Committee on Music Cataloging was established in 1946 by the M.L.A. and the Division of Cataloguing and Classification of the American Library Association. The draft of this committee's rules for recordings was made available to Library of Congress when it formulated rules for sound recordings, intended for eventual incorporation in the regular *Rules for Descriptive Cataloging*.

### Phonodisc

The preliminary edition of *Rules for Descriptive Cataloging: Phonorecords* was published by Library of Congress in separate form in 1952, and it is intended to be section 9a of the complete *Rules*. The rules cover the various physical types of sound recordings such as discs, tapes, and wires, and the generic term "phonorecord" is used to cover all of these. What is commonly called a phonograph record, Library of Congress calls a "phonodisc." The physical form of the recording catalogued, phonodisc, phonotape, phonowire, etc., is indicated after the conventional title on the catalogue card.

The rules for cataloguing phonodiscs, or records, are to be used along with the basic principles for cataloguing books (rules of entry, title, notes, etc.). A set of rules for cataloguing records has been set up only to take care of the dif-

ferences between the two forms of material. Principles for cataloguing records have been borrowed from book cataloguing wherever possible.

In cataloguing records two sets of rules are used jointly. Whether a recording is a musical or a non-musical one, the preliminary edition of *Rules for Descriptive Cataloging: Phonorecords* is used. In addition, for musical recordings there is used section 9 of the complete *Rules*, which is for music cataloguing in general (scores, sheet music, records, etc.). For non-musical recordings the appropriate book cataloguing rules are used, modified by the rules for phonorecords. The modifications occur chiefly in the collation and various notes.

The sample catalogue card and the two representative examples which accompany this article illustrate the following comments about the items included on a catalogue card for a phonodisc.

The conventional title, the one shown in brackets, is the most distinctive feature in the cataloguing of music, whether printed or recorded. It is a standard or filing title, established for uniformity because musical compositions are often referred to by four or five different titles. For example, one work might be referred to as: "The famous C major sonata for piano" or "Opus 15, piano sonata in C major" or "Piano-forte sonata in C major, opus 15" or other similar combinations in English, French, or German.

Composer (or author), dates.

[Conventional title]

Title. Company Disc numbers (matrix numbers)

Number of albums or sides Size Method of recording (Series)

Performers

Other notes (language of text, details of recording, program notes, etc.)

Contents.

With: ○

Beethoven, Ludwig van, 1770-1827.

[Concerto, piano, no. 1, op. 15, C major] Phonodisc.

Piano concerto no. 1 in C major. Victor M 158 (7669-7673)

9 s. 12 in. 78 rpm.

Artur Schnabel, piano; London Symphony Orchestra

With the composer's Bagatelle, piano, op. 173, A minor.

Beethoven, Ludwig van, 1770-1827.

[Bagatelle, piano, op. 173, A minor] Phonodisc.

Fur Elise. Victor M 158 (7673)

1 s. 12 in. 78 rpm.

Artur Schnabel, piano.

With the composer's Concerto, piano, no. 1, op. 15, C major.

Debussy, Claude, 1862-1918.

[Images, orchestra. Iberia] Phonodisc.

Iberia. Columbia M 491 (11707-D-11709-D)

5 s. 12 in. 78 rpm.

Pittsburgh Symphony Orchestra; Fritz Reiner, conductor.

CONTENTS.—Par les rues et par les chemins.—Les parfums de la nuit.—Le matin d'un jour de fête.

With: Berlioz, Hector. La damnation de Faust. Marche Hongroise.

Berlioz, Hector, 1803-1869.

[La damnation de Faust. Marche hongroise] Phonodisc.

Hungarian march from Damnation of Faust. Columbia M 491 (11709-D)

1 s. 12 in. 78 rpm.

Pittsburgh Symphony Orchestra; Fritz Reiner, conductor.

With: Debussy, Claude. Images, orchestra. Iberia.

In the selection and construction of conventional titles the best bibliographic sources are consulted. These include thematic indexes, music or record bibliographies, music encyclopedias, and biographical dictionaries of musicians. Where advisable, composer-title cross references should be made from forms of the title not used as the conventional title, for instance, from the title in other languages to the title in the original language or from one form of wording to another. In the accompanying example, there should be a cross reference from Beethoven's "Fur Elise" to his "Bagatelle" which is the complete title for the work.

A conventional title need not always be established at the time of cataloguing although it is wise to leave space for it in case it might be added later. It may be omitted in the following cases: when the title-page title is the same, when there will probably never be any confusion,

when it is impossible to obtain the information required for a conventional title. A conventional title is never needed for non-musical recordings, and it is an item which could well be omitted in brief cataloguing.

The imprint includes the name of the producing company and the disc and matrix numbers assigned to the record. The disc number is to be found on the album or slip case, on the record label, in composer lists. The matrix numbers are stamped on the record's blank center surfaces and sometimes also on the label. Matrix numbers, which are sometimes the same as disc numbers, may be omitted in brief cataloguing, but the name of the company and the disc numbers are as important as the publisher of a book because they distinguish between the different recordings of a composition.

The number of sides (usually two per record), the diameter of the record, and the number of revolutions per minute (R.P.M.) are included in the collation. If a series note is to be made, it follows in parentheses.

In cataloguing phonograph records more frequent notes are necessary than in book cataloguing. A performer note is essential. Separate notes are made for any additional information to which attention should be called: language of the text if not apparent from the title; the author of the text; details concerning the circumstances of performance; notes supplementing the collation; mention of the inclusion of analytical booklets, librettos or scores accompanying the record.

Two of the most important notes are the contents note and the "with" note. Because albums and long playing records often contain several selections under a general title, contents notes should be used to bring these out. For instance, a long playing record of operatic selections with a title such as "The Golden Age at the Met" needs a note to bring out the titles of the arias and the operas and the names of the composers and singers. A complete contents note may make a unit card actually four or five cards in length. If analytics of the contents are made, and it is often very worthwhile to make them, one record or album added to the collection will add a great many cards to the catalogue. For any record containing a variety of good selections, a contents note is almost essential and analytics helpful if the card catalogue is to make the most of the collection.

Often albums and long playing records contain, under separate heads, two or more entirely different compositions, frequently by different

composers. These might be compared with "bound with" books. The Beethoven and the Debussy-Berlioz cards which accompany this article are examples. Each title is separately catalogued, with a note referring to the other title or titles. Each is given its own appropriate subject headings and added entries. The only link tying together the titles contained on one record is the "with" note, and also, of course, the call number which is given to the title appearing on the first side of the record.

For subject headings and added entries conventional cataloguing procedure is followed. The complete set of Library of Congress subject headings includes many detailed music subject headings, and in 1952 these were printed separately for convenience of use. The chief problem is to know what subject headings to use for music recordings. There is the danger of using headings which are too detailed. For example, in all but the largest collection the heading, *Quintets*, might serve just as well as *Quintets (Bassoon, clarinet, flute, horn, oboe)*, *Quintets (Clarinet, flute, violin, viola, violoncello)*, and on through all of the possible combinations of instruments. For a small record collection given popular use, Sears list of subject headings might be preferable.

Added entries are made for significant titles and performers and for the authors of the texts of vocal music. The conventional title is used if one is given. However, if the conventional title is generic, like the one in the first Beethoven example, no title entry is necessary because the subject heading, *Concertos*, will suffice. Performer entries are made for soloists, conductors, and ensemble groups such as orchestras and quartets.

In the light of the foregoing it is encouraging to librarians that since 1953 Library of Congress catalogue cards for phonorecords have been available for purchase and the cards printed semi-annually in the *Library of Congress Catalog: Music and Phonorecords*. At present Library of Congress aims primarily to catalogue newly-released phonograph records, but retrospective cataloguing is also done as it is feasible.

The Music Library Association is also continuing to make valuable contributions toward the development of cataloguing procedures for phonograph records. At its annual meeting in July, 1955, the Association voted to proceed at once with the publication of its *Code for Cataloging Music*. Substantially this code will be that in use at the Library of Congress and will be comprised of the following: a reprint of rule 12 in the

(Concluded on page 136)



# Photocopies and the Law

BY ELEANOR McCANN

**Since librarians are helpful by profession, if not by nature, they may not think twice when asked to copy a piece of material for a needy reader. They better think, however, writes the Librarian at Duquesne University, Pittsburgh.**

Ten years ago, a machine for making quick and inexpensive photocopies of literary material was a novelty. Now it is a common piece of equipment. Advertisements in professional journals direct our attention to a variety of these mechanical aids to research, and emphasize the ease with which they can be operated.

This rapid increase in the means of making copies may lead to a naive acceptance of copying as a natural right. But, however artless our present conduct in this respect, we all know that the right to make a photocopy of literary material—even a single copy for purposes of research—cannot be taken for granted. There are two major considerations in the way. One is the claim of physical ownership of the material and the other is copyright.

Since we know of its existence, why have we delayed in approaching the problem presented by these two claims? Each of us, if pressed, could probably find a plausible reason or two. The most common ones come immediately to mind: 1.) We are busy with other problems, and this photoduplication business just sneaked up on us. 2.) "Everyone" seems to be doing it. 3.) We do not control the means of photoduplication. Research workers in all fields have ready access to such machines. 4.) We hope someone else will solve this problem—preferably without too much noise, and off stage.

There is an engaging quality about all of these reasons, because they reveal that librarians are subject to the usual human failings, but the attitude they represent can only be an interim one because it is not consistent with a sense of professional responsibility. Possibly there is a natural

reluctance, or a general disinclination, to take action in a confused area. Perhaps we are merely circling the problem with the prudent desire to get a good firm purchase on it. Certainly we are entitled to point out that it is not exclusively our problem, but it might be wise for us to reflect upon some of its elements. If we can cope successfully with any of them, it will be a professional contribution that can help research workers to take greater advantage of photoduplication.

## No Rhetorical Question

Consider the claim of physical ownership of literary material. This presents a problem when we receive a request for a copy of material that is on loan to us. We all know that we can ask for a microfilm or a photostat rather than for the original, but there are times when the patron says he does not want a photoduplicate. Yes, of course, we may in time conform his wishes to our idea of what he ought to want. But right now there are very practical and entirely common-sense reasons why he should want to consult the original if he can get it. Once he has seen it, if he discovers it is so valuable to him that he wants to consult it at length, then he is much more vulnerable to our suggestion of a photocopy. But, by this time he is in possession of the material. Should we attempt to retrieve it, so that we may enter into negotiations with the lending library? This is not a rhetorical question. Separating a research worker from material for which he has conceived a sudden fondness is an undertaking attended with certain dangers. Would it not be wiser to insure ourselves against these by indicating in advance, when we first request the loan,

that our patron may wish to have a photocopy made? Such a course would put the lending library in control of the situation, and would expedite the use of the material in the borrowing library.

Many of us can testify to the generosity of other libraries. There are likely to be very few instances in which permission to make such a photocopy would be denied. But our request for that permission would be a courteous acknowledgment of the lending library's just claim to physical control over the material in question.

Though such claims of physical ownership may be settled by a combination of logic and courtesy these two aids are of no avail in matters pertaining to copyright. Here we enter what may be described as an area of ordered confusion, and it is best to tread warily. A few hardy spirits seem to be at home there, but if we had our choice, most of us would avoid it. Our trouble is that we can't manage to do this, because any request for photoduplication of literary material automatically requires us to consider copyright controls. So, since we must, however reluctantly, address ourselves to the problem presented by these controls, we should take advantage of the best information we can obtain concerning them.

One of the most helpful guides provided for us is a recent series of two articles by Louis C. Smith, Senior Attorney of the United States Copyright Office at the Library of Congress. In the August, 1953 and August, 1954 issues of the *Law Library Journal*, Mr. Smith carefully ex-

plores the law of copyright as it relates to our immediate problem. He shows a sympathetic appreciation of the librarian's role, but he makes it clear that we cannot expect to operate with serenity and dispatch in this troubled area unless we are familiar with the basic requirements of the law.

As a further service to us, Mr. Smith has indicated that we might take purposeful action in bringing together representatives of interested parties to discuss the limitations and definition of photocopying for research purposes. He also proposes a factual study of requests for photocopies, such a study to serve as a basis for possible legislative changes. This last is certainly a concrete bid for the type of assistance that we as librarians ought to be able to provide. Indeed it recommends itself to us on more than one count, because such a study would conceivably add to our knowledge of the way in which literary material is used by the various disciplines. And this knowledge, as we have been reminded—notably by Dr. Shera in his address at Columbia University in the fall of 1954—is essential to us in the performance of our duties.

The increasing demand for photocopies of literary material presents a problem requiring immediate attention. If, after careful reflection, we feel that any of the elements of this problem lie within the scope of our professional activity, it will be impossible for us to withhold whatever assistance we can provide toward a solution.

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## AMONG OUR CONTRIBUTORS

Anna Albrecht is on the staff of the Queens Borough Public Library, New York.

Sister M. Alison, I.H.M., is Librarian at South Scranton Catholic High, Scranton, Pa.

Dr. Helen Butler is Professor of Library Science at Marywood College, Scranton, Pa.

Mother J. M. Cahir is located at Manhattanville College, Purchase, N.Y.

Brother Casimir, O.S.F., is Librarian at St. Francis College, Brooklyn, N.Y.

Sister M. Claudia, I.H.M., is Librarian at Marygrove College, Detroit, Mich.

Frances C. Dowling is Librarian at Senior High School, Dunmore, Pa.

Sister Edward, S.C.L., is Associate Librarian, Saint Mary College, Xavier, Kans.

Sister M. Febronia, C.S.J., is the Supervisor of High School Libraries, St. Paul, Minn.

Kathryn Flanagan is on the staff of the Queens Borough Public Library, N.Y.

Sister Mary Hugh is Librarian at Bishop McDonnell High School, Brooklyn, N.Y.

K. S. Lawlor is on the staff of the Queens Borough Public Library, New York.

Sister M. Leonard, O.S.B., is on the staff of St. Peter and Paul Library, Seneca, Kans.

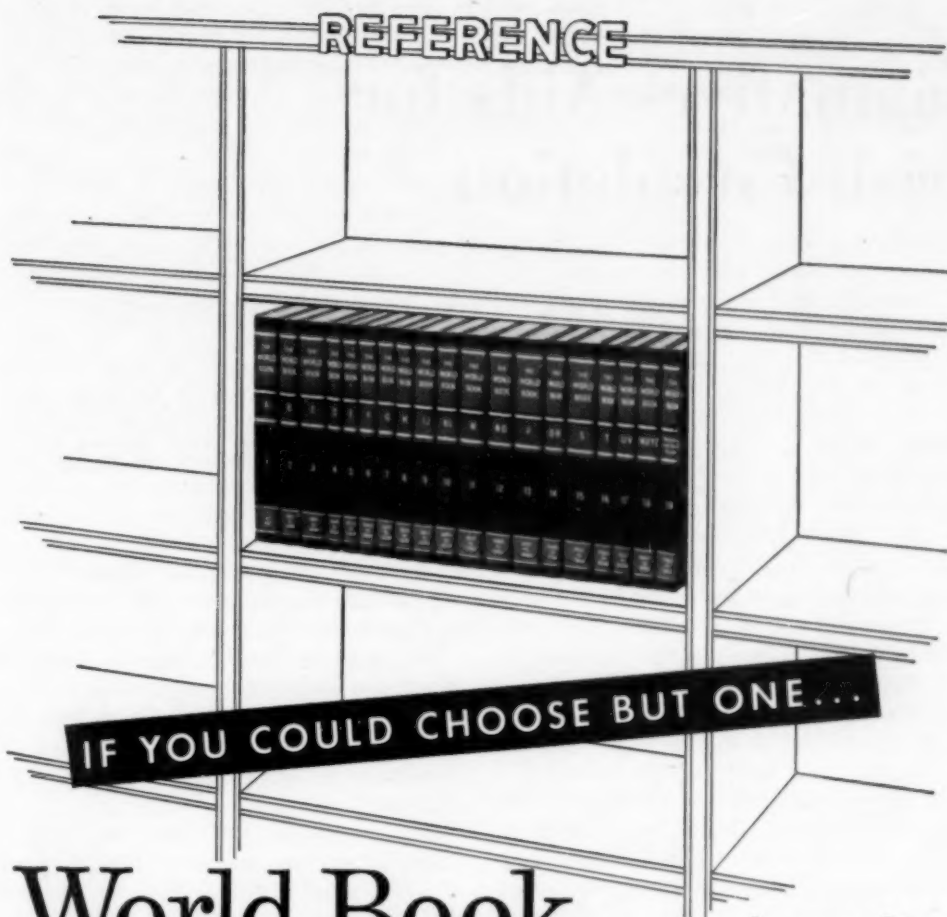
Sister M. Loyola, S.C.L., is located at Saint Mary College, Xavier, Kans.

Mrs. Cordelia Mitchell is on the staff of the Queens Borough Public Library, New York.

Ethna and Kathleen Sheehan are sisters, both in the Children's Division of the Queens Borough Public Library, New York City.

Catherine A. Short is the Parish Librarian at St. Margaret Mary's, 2924 W. Chase Ave., Chicago 45.

Sister Teresa Louise, C.S.J., is Librarian at St. Joseph's Hospital Library, St. Paul, Minn.



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# Imaginatives Aids for Parish Circulation

BY MRS. EDWARD J. GENGLER

**While public and school librarians struggle to keep up with circulation, the parish librarian's problem is to develop it. Here are a few of the "stunts" that worked for the Librarian at St. Thomas Aquinas Parish, Milwaukee.**

Seldom does the parish librarian have sufficient funds for book promotion, yet each one of you can return to your parish library, and within two weeks from today put out publicity to motivate your parishioners to action—without spending a penny!

First of all decide on the message that you want to convey. You may want to announce a book fair, maybe promote a membership drive, or perhaps introduce new books, but more likely than not you will simply want to alert your parishioners to the fact that a parish library exists.

Well then, get out scratch paper and pencil and start working on a message. It should be brief but informative. Work in the ingredients of good publicity—the five W's, namely: who, what, when, where, and why. When the message sounds convincing enough to you, make up a clean copy leaving a boxed space at the bottom of the sheet for advertising, and get an estimate, from a printer, of the cost of printing—say for example 2500.

With price and product in hand seek out an advertiser. It isn't half as difficult as you might imagine. Actually if your parish comprises an area of twelve square blocks anyone within that area is a potential advertiser—the butcher, the baker, the beauty shop operator, but especially those who benefit from parish service, such as the funeral director, florists, wedding photographers, church goods supplies, and any form of maintenance service.

Because most of the dealers of the small business firms operate on a slim advertising budget, divide your advertising space into two or three

ad spaces. If the cost of printing a flyer (2500) is \$15.00 divide the space into three ads costing each advertiser \$5.00 per ad.

In regard to distributing your flyers, ask for permission to insert the flyer within the weekly church announcement bulletin on Saturday, and in that way your distribution problem will be handled satisfactorily by the ushers on Sunday morning.

The possibilities for attracting readers are unlimited, but there are some way that are more effective than others. A flyer will be read and discarded, but an imprinted pencil will be retained.

1. Pencils imprinted with library name and hours, compliments of advertiser named.
2. Blotters are practical and inexpensive, and a pertinent message printed on the face of the blotter is a constant library reminder.
3. Bookmarks printed with a provocative slogan such as "You are what you read!" cost about \$15.00 (2500). Advertiser on reverse side.
4. Bookplates are a lasting memento. They are used to advantage when trying to induce memberships. The bookplate is mounted on first page of library book and the name of the dollar donor is inscribed hereon. Bookplates are also used "In Memoriam."
5. A miniature newspaper (6½ inches by 9½ inches when folded) stimulates parish enthusiasm. Approach the chairmen of the various church activities and ask them to report in 75 words on a book



that you give them to read. The book should in some way typify the work that that group engages in. Tell them to write their comments on why they enjoyed the book. The remarks of the Holy Name President, the Altar Society president, choirmaster, cubscout director, and some ten others—including the janitor, fills pages two and three in the newspaper. Page four pays for the cost of printing—in advertising.

Some devices to attract readers are:

1. A bulletin board has strong habit value, especially if it is placed where people congregate. Vary it from month to month, sometimes serious and sometimes humorous. Try posting ten of the funnier cartoons from the *Saturday Evening Post* together with a list of the humorous and light reading books that you have available. (Caption the display "Books With a Laugh!") For something serious ask Father and the assistants to write up their comments on their favorite book in the parish library. Accompany the remarks with their picture.
2. Parishioners are in such a hurry to get home to their cup of coffee on Sunday morning that they overlook the library. Remind them of the library with a pointer sign; black letters on fluorescent painted pointer to stand at the back of church, or in front of the school building if the library is located there.
3. Don't hesitate to try the unusual now and then. Use a five foot stepladder, wind colorful crepe paper, red, yellow, and green, round the ladder frame, and place books on the ladder steps. Label the display, "An easy climb to pleasure!"
4. Another attraction is colored bookjackets fastened to a lightweight clothesline with doll size clothes pins.

Encourage patron participation with:

1. A 25 word contest on "What the parish library means to me." Dig into the overdue book fines and pull out a \$5.00 bill for the award. Comments submitted could also be used for the miniature newspaper suggested.
2. A poster contest offers a wonderful outlet for student talent. Ask Sister if the grade school youngsters can make a poster project out of it by emphasizing the parish library. National Book Week ob-

served Nov. 2-9 originated as Children's Book Week but it was exploited to increase general circulation and is now promoted as National Book Week. Catholic Book Week is the last week in February.

3. A contest to name the library is easy and interesting. Of the 350 entries submitted in our contest we selected the name Readers Retreat.
4. A doll character contest appeals to the children also. The idea is to dress a doll to represent a story book character.
5. Set up a lending library display at the Parent-Teachers monthly meeting with the provision the books may be borrowed for a month and returned at the next meeting. Ask the Holy Name president for permission to place books on the breakfast meeting tables, so that the men can digest book titles while they drink their coffee.
6. A whispering campaign is subtle and can be very potent provided it is sincere. Ask your regular reading patrons to mention their favorite book when attending their card circle or bowling meet, and casually mention where good books can be obtained (parish library).
7. Promote the library as an aid in a personal book buying. Not only be able to suggest titles for book gifts but offer to order them as well. The patron is expected to pay the same book price that she would pay at a book store, while the library profits in a small way, a 10 per cent discount.
8. A speck of ingenuity is required to gift wrap books. Offer this service free of charge as a good will gesture to library patrons. In any wallpaper department you will find a bargain or odd lot counter with single rolls of wallpaper at 33 cents per roll. Select a smart pattern and you will have enough gift wrapping paper on hand to gift wrap twenty books or more. Glazed shelf paper is available at the dime store where they offer plaids and gay floral designs.
9. Offer curb service to shut-ins. Ask the assistance of the Legion of Mary and the St. Vincent de Paul society in this venture. Part of their work is parish visiting and in this way they can tell you of the reading preferences and deliver the books as well.

Many parishes experience a lull in circulation

during the summer months, so to inject renewed interest into parishioners get your library committee together and work on a personal postcard crusade. Send handwritten cards to names obtained from your library membership file, and invite the patron to stop into the library and that you will be looking forward to supplying him with a host of new books. If you are acquainted with the patrons preferences mention a book that you know would draw him into the library.

As a final endeavor to attract readers plan a calendar of events for

1. the coming year, starting out with the postcard crusade in September.
2. October: Supply the Convert Forum in your parish with books on our Faith, and don't overlook fiction wherein the plot revolves around a convert. Spiritual values are easily absorbed in fascinating fiction.
3. November: Masquerade Book Frolic. Invite the parish to a dance sponsored by the library committee. Couples are requested to dress to represent book characters anywhere from nursery rhymes to Robinson Crusoe.
3. December: Stress Christmas shopping early by conducting a Book Fair the first week of December.
4. Encourage juvenile participation with any of the previously mentioned contests. Make a pointed effort of interesting the Sunday School children, because it often

happens that the Parish Library is the only access that these youngsters have or ever will have to books with a spiritual flavor.

5. February: This would be a timely occasion to dedicate the library to Our Lady of Letters, and have the library blessed. The ritual for blessing a library is brief but fitting. Have a get-together afterwards. Call it a book-babble or a coffee-chatter but whatever you do don't call it a tea or men readers will not make an appearance.
6. March: Lent offers an incentive for spiritual thought. Ask Father for permission to set up a book display in the church vestibule, so that parishioners leaving Lenten devotions will find spiritual refueling at their finger tips.
7. April: Bring what few hobby books you have into prominence with a Hobby Holiday held in conjunction with a parent-teacher meeting. Ask parishioners to participate by displaying their own particular hobby or craft.
8. May: Distribute book marks as a special memento of the Blessed Virgin Mary. Place Mary Books on special display with a May altar background.

To sum it all up briefly, make every effort possible to attract readers, because only by attracting readers will you preserve and increase God's life in the lives of others through books.

### REPORT\* OF NOMINATING COMMITTEE UNIVERSITY AND COLLEGE SECTION OF THE CATHOLIC LIBRARY ASSOCIATION

The candidates for the 1956 election are as follows:

**Vice-Chairman:**

Reverend Louis Lorei, Gannon College, Erie, Pa.

(write in)

**Secretary:** (vote for one)

Sister M. Clara, BVM, Mundelein College, Chicago

Sister Angela Merici, SSND, Mt. Mary College, Milwaukee

**Director:** (vote for one)

William A. Fitzgerald, Peabody Library School, Nashville

Joseph Hart, Fordham University, New York

The written consent of each nominee has been duly received and is on file in the office of the Secretary-Treasurer.

**The Nominating Committee, UCLS**

Rev. Vincent R. Negherborn, T.O.R., *Chairman*

Sister Dorothea, S.S.N.D.

Miss Mary Dempsey

\* Ballots will be sent through the mail.

# Christmas Stories for Children

BY RUTH MINARD

**There may not be too many books with a Christmas flavor suitable for adults, but there is no dearth for children. The Children's Librarian at Downers Grove, Illinois, and Parish Librarian at St. Joseph's there, names her favorites.**

## *For the Youngest*

BIANCO, P. *Doll in the window*. Oxford. \$2.

A charming story to delight little girls, about seven-year old Victoria and her efforts to buy presents for her five little sisters.

BROWN, M. W. *Little fir tree*. Crowell. \$2.

A somewhat different Christmas story of a little crippled boy and the fir tree dug up each year to help make his Christmas a brighter one.

BROWN, M. W. *A Pussy cat's Christmas*. Crowell. \$1.50.

Pussy savors some of the same satisfaction of the small child on this mysterious Christmas Eve.

CROWLEY, M. *Azor and the blue-eyed cow*. Oxford. \$2.25.

A Christmas fantasy centering around a plot to prove there is a Santa Claus.

DOLBIER, M. *Torten's Christmas secret*. Little, Brown. \$2.50.

A lively and imaginative tale of the North Pole, the gnomes, and a Polar bear.

FATIO, L. *Christmas forest*. Aladdin Books. \$1.25.

Santa Clause was so tired, if the forest creatures had not taken a hand the Christmas gifts would not have been delivered.

HAWKINS, J. *Best birthday*. Doubleday. \$2.

An easy-to-read little story of Dick's adventure on Christmas morning, when he finds a sitter in the kitchen and his parents at the hospital to get a new baby sister.

LIPKIND, W. *Christmas Bunny*. Harcourt. \$2.50.

Just enough story to please the youngest, in this tale of small David and his walk in the woods Christmas Eve.

MILHOUS, K. *With bells on Christmas*. Scribner. \$2. Christmas with early Pennsylvania as a background, similar in purpose and style to *The Egg Tree*.

POLITI, L. *Pedro, the angel of Olvera street*. Scribner. \$1.75.

A true Christmas story of the Mexican celebration on Olvera street in Los Angeles.

SIEGNOBOSC, F. *Noel for Jeanne-Marie*. Scribner. \$2.25.

A colorful and charming story of Jeanne-Marie, her sheep and Father Noel.

TUDOR, T. *Doll's Christmas*. Oxford. \$1.50.

Little girls will delight in this story of Stehany Ann and the party she gave her dolls.

VANCE, M. *While shepherds watched*. Dutton. \$1.25. A well told story of the Nativity.

## *For the Intermediates*

BRO, M. H. *Three—and Domingo*. Doubleday. \$2.

The three, John Bruce, an English sheep dog, a goat and the burro Domingo find Christmas in a little church with the children.

CLDER, G. D. *Ethan, the shepherd boy*. Abingdon-Cokesbury. \$2.

A beautiful story of the shepherd boy taking part in the Nativity.

DORIAN, E. *Ask Dr. Christmas*. Whittlesey. \$2.25.

A modern story of Christmas, sure to appeal to boys and girls in the middle age group.

FROST, F. M. *Sleigh bells for Windy foot*. McGraw. \$2.25.

Christmas in New England, snow and bears, and deer, and skiing make a picture of a real American family.

JONES, E. O. *Big Susan*. Macmillan. \$2.  
Little girls will love the story of the dolls and doll house that came alive Christmas Eve.

KELLY, T. P. *In clean hay*. Macmillan. \$1.25.  
A favorite for story-telling and reading aloud, this is a tale of an adventure that befell a band of Polish children on Christmas Eve.

KINGMAN, L. *Best Christmas*. Doubleday. \$1.50.  
A family story of Finnish, American tradition in New England.

LOVELACE, M. H. *Trees kneel at Christmas*. Crowell. \$2.50.  
A story full of the spirit of Christmas and a delightful picture of the home life of a Syrian family.

MENOTTI, GIAN-CARLO. *Amahl and the night visitors*. Whittlesey. \$2.75.  
Based on the famous opera, the story tells what happened when the Wise Men stopped at the home of the crippled boy on their way to Bethlehem.

MILHOUS, K. *First Christmas crib*. Scribner. \$1.50.  
How Saint Francis made the first creche, furnishes the background for this story.

MOORE, K. *Nicholas; a Manhattan Christmas story*. Putnam. \$2.50.  
True story of a little Dutch boy, Nicholas by name.

SAUER, J. L. *Light at Tern Rock*. Viking. \$2.50.  
Eleven-year-old Ronnie's lonely weeks at Tern Rock lighthouse and the lesson he learned from his disappointments.

SAWYER, R. *Long Christmas*. Viking. \$3.  
With beauty and restraint Ruth Sawyer has selected and retold some of the little-known legends of Christmas.

SAWYER, R. *Maggie Rose, her birthday Christmas*. Harper. \$2.

A moving story of a little girl's efforts to make her Christmas birthday worthy of another whose birthday was the same day.

SAWYER, R. *This way to Christmas*. Harper. \$2.50.  
A locked out fairy from Ireland suggests that David visit his neighbors and from each comes a Christmas tale.

SEREDY, K. *Tree for Peter*. Viking. \$2.50.  
A boy in a pullman car glimpses a lame boy in shanty town and years later learns what happiness has come not only to the lame boy but to his neighbors and friends through a mysterious friend.

SEYMOUR, A. H. *Arne and the Christmas star*. Wilcox-Follett. \$2.50.  
How Arne does his part to bring the Christmas ship to the little fishing village.

SEYMOUR, A. H. *Christmas donkey*. Wilcox-Follett. \$2.50.  
Set in Southern France, this story tells how Michel tries to earn enough money to buy Grand maman a donkey for Christmas.

SEYMOUR, A. H. *Grandma for Christmas*. Westminster. \$1.  
The memory of Norwegian Christmas customs are preserved in this little story of a small boy and his help to a neighbor in distress.

WIGGIN, K. D. (S) *Birds' Christmas carol*. Houghton. \$2.50.  
Carol Birds' efforts to make a merry Christmas for the "Ruggleses in the rear" is told with both humor and pathos in this popular tale.

### For the Older Group

DICKENS, C. *Christmas carol in prose*. Macmillan. \$2.

An attractive edition of one of the most famous and best loved Christmas stories.

SHINING TREE and other Christmas stories. Knopf. \$2.50.

Many stories in this collection can be used with both older children and adults and are for reading rather than telling.

SMITH, E. S. *Christmas book of legends and stories*. Lothrop. \$3.

This large collection has been chosen for its religious significance, its literary merit, and its suitability for children.

STIFER, A. *Rock crystal*. Pantheon. \$2.75.  
The simple faith and innocence of two small children,

who stray from their Bohemian village on Christmas Eve is told in this delicate tale.

VAN DYKE, H. *First Christmas tree*. Scribner.  
Story of St. Boniface and the introduction of Christianity into Germany.

VAN DYKE, H. *Story of the other Wise Man*. Harper. \$1.75.  
A fourth Wise Man finds his King through deeds of love for the suffering.

WAGENKNECHT, E. C. *Fireside book of Yuletide tales*. Bobbs. \$4.

Old favorites and new stories are included in this selection of fifty-one Christmas stories.

YATES, E. *Once in the year*. Coward-McCann. \$2.  
A moving and beautiful retelling of two old Christmas legends.



# CLA News and Views

BY SISTER EDWARD, S.C.L.

Just as golden and flaming red autumn leaves fall swirling from the trees, eager to meet the welcoming earth, so words of wisdom come from the lips of CLA speakers to reach the minds and hearts of fall convention-goers.

"Be more Catholic in everything, and you will see more truth and beauty," declared Brassil Fitzgerald, of Stonehill College, at the fall meeting of the NEW ENGLAND UNIT, at Stonehill College, North Boston. "Always read the book, not the author."

If one is Catholic, he must have a Catholic mind; and it is only by Catholic reading that one acquires a Catholic mind. Such is the conviction of Joseph A Breig, of Cleveland, Ohio. After thirty-five years of experience, this author of several books, Assistant Managing Editor of the *Catholic Universe Bulletin*, Associate Editor of *Family Digest*, author of a Catholic column in twenty-eight papers and two magazines, and organizer of numerous study clubs, told his audience at the MIDWEST UNIT meeting, St. Benedict's College, Atchison, Kansas, October 29: "Whatever I have accomplished, it is because of Catholic reading. The only answer to bad literature is good literature, as the only answer to paganism is Christianity."

"If we do not fill our minds with Catholic reading, they will be filled inevitably with the doctrine of despair that surrounds us," deceased Rev. Brendan Downey, O.S.B., at the MIDWEST meeting. "It is the responsibility of Catholic librarians to supply literature of real significance, that which grapples with the problems of life in the light of supernatural reality."

Today's youth, believes Dr. P. Albert Duhamel are too practical and not intellectual minded. Few men, he pointed out at the spring meeting of the NEW ENGLAND UNIT at St. Theresa's Parish Library in West Roxbury, in high research projects are products of Catholic schools and colleges. Dr. Duhamel urged that students be encouraged to grasp opportunities for self-assertion and intellectual research.

## Special Congratulations . . .

In honor of the Golden Jubilee of Rev. Henry

Regnet, S. J., for eleven years the Librarian of Rockhurst College, Kansas City, Missouri, the Executive Board of the ST. LOUIS UNIT offered the Perfect Gift—the Holy Sacrifice of the Mass during the summer months. Congratulations were also sent to Father by the MIDWEST UNIT after their fall meeting at St. Benedict's, Atchison, Kansas.

"Father Regnet was one of the organizers of the GREATER ST. LOUIS UNIT and served as pioneer Chairman from 1935 to 1940," writes Sister Jeanne Marie, O. P., present Chairman. "While Librarian at St. Louis University Father, with Brother Joseph G. O'Brien, S.M. and Sister M. Julie, S.N.N.D., planned the first CLA Conference, held February 22, 1935, at St. Louis U. and Rosati-Kain High School. At this first meeting Father Regnet spoke on the importance of the *Catholic Periodical Index*, now a standard reference tool in every Catholic library.

"Similar conferences were held in St. Louis in 1936, 1937, 1939. In 1940 Father Regnet was transferred to St. Mary's College, Kansas. Father came from Kansas City to St. Louis in 1945 to be present at the conference at Rosati-Kain marking the tenth anniversary of the Unit."

Father is now at St. Ferdinand's Church, Florissant, Missouri.

Congratulations, also, to the Sisters of St. Joseph of Regis College, Weston, Massachusetts, upon the erection of their new library. "Attractiveness is ideally joined to utility. . . . Always conscious of the future, the planners have provided amply for immediate growth and coming development."

Important names on the Dedication Program, October 12, are the Most Reverend Richard J. Cushing, the Right Rev. Hugh F. Blunt, the Right Rev. Augustine F. Hickey, and the Rev. James J. Kortendick, S. S. (NEW ENGLAND UNIT).

## Personalities Plus . . .

Miss Alice Louise LeFevre, Western Michigan College, Kalamazoo, has been appointed a member of the American Library Association Steering Committee. The aim of the Committee is to carry out the recommendations of the management survey, which has been completed. Results of the survey appear in the September *ALA Bulletin*. (MICHIGAN UNIT Newsletter, October, 1955)

Jim Bishop, author of *The Day Lincoln Was Shot*, revealed to his audience at the joint meeting of the GREATER NEW YORK and BROOKLYN-LONG ISLAND UNITS, at the Don Bosco Institute

in Ramsey, May 14, that he hoped to visit the Holy Land in the fall to obtain first-hand material for a book to be entitled *The Day Christ Died*.

#### **Of Special Note . . .**

Cooperating with the Cultural Handbook Committee, a sub-committee of the Michigan Week Literature Committee, Father Francis X. Canfield, -Chairman, MICHIGAN UNIT, distributed questionnaires concerning "the rich Catholic cultural resources of Michigan" to be included in the HANDBOOK. Replies were to be sent to Sister M. Claudia, I.H.M., Marygrove College, by November 15.

Something new in New England. . . Among new offices created are those of Area Representatives—eleven of them for the various sections of NEW ENGLAND—facilitating and strengthening CLA contacts.

A special feature of the 32nd annual conference of the CLA in Boston during Easter Week will be a full-day workshop for elementary school librarians, April 2.

Sister M. Germaine, S.S.M., *Chairman*, and Librarian, St. John's Hospital and School of Nursing, Tulsa, Oklahoma, months ago planned the HOSPITAL SECTION program, including a pre-conference workshop, for Boston, April 2-5. Sister spoke to the MINNESOTA-DAKOTA UNIT at Winona, Minnesota, November 12 and at the Franciscan meeting in Indianapolis the last week in November.

Through the HOSPITAL SECTION *Newsletter*, the Editor, Catherine O'Day Hollis, has appealed to the more than 300 librarians and institutions on the mailing list to supply information concerning Catholic hospital libraries in an effort to unify the group and share experiences. Returns have been disappointing; only one tenth had responded when the Sept.-Oct. issue was published.

Re: Library Service Bill. *Nota Bene* the following from the MICHIGAN UNIT *Newsletter*: "When Congress reconvenes January 3, librarians and interested organizations will make a determined effort to get the Library Services Bill through the House of Representatives and a similar bill through the Senate. The bill provides for an appropriation of \$7,500,000 a year for a five-year period, to be used for the improvement of rural library services. The plan will be administered by the individual states, with each state pledged to match the federal allotment according to its income per capita and its percentage of rural population. In 1950 a similar bill was defeated by only three votes; this time it is hoped

that the measure will pass. All librarians should keep informed on the bill and give it their support. For a more detailed outline of the plan, see the June and September issues of the *ALA Bulletin*."

#### **Student Library Assistants Guild . . .**

Because interest has been manifested through communications to the Editor of this column, further details of the GREATER NEW YORK UNIT Student Library Assistants Guild, as reported in the fall *Newsletter* of this Unit, are given here:

More than 250 library assistants from 33 high schools in the Metropolitan Area made strides at their meeting May 27 at Cathedral High School. Addressing them, Rev. John W. Kelly, S.J., of Fordham Radio Station, pointed out the many ways in which libraries serve magazines, newspapers, radio, and television and urged students to consider careers as librarians and writers for these fields of mass communications.

Skits, based on episodes from current books, were presented by three library clubs. The scene from *Good Morning, Miss Dove*, given by the Academy of the Holy Angeles, Fort Lee, New Jersey, was judged best; the award was a statue of Our Lady of Television.

President Anne Massey, of Elizabeth Seton School, Yonkers, and the four other officers, representing as many cities, were presented. Our Lady of the Angels was chosen as Patroness of the Guild.

Miss Ethelmary Oakland, Moderator of the Guild and Librarian at Regis High School, Manhattan, outlined activities for 1955-56, which include: a gift of books to underprivileged teenagers in honor of Christ's birthday; a quarterly Guild letter, available to Catholic school libraries at large; and guided tours to famous libraries, binderies, and publishing companies. Meetings will be held on Saturdays so that distant members may attend.

October 22 was the date for the meeting of the Steering Committee at St. Helena's, Bronx, with two members from each Library Club present; and November 19, for the general meeting of all members of Library Clubs, at Holy Angels Academy, Fort Lee.

The WISCONSIN UNIT enthusiastically launched forth at their November 12 meeting at Alverno College on a library assistants affiliation venture. We wish them God-speed and eagerly await word of their success.

May your Christmas be bright with golden graces and your Christmas tree trimmed with good deeds!

# Books in the Parish

BY CATHERINE A. SHORT

It is Sunday morning and the usual crowd of the parish faithful is clattering down the church steps after the nine-thirty Mass. Your little library room begins to fill up with patrons in search of something to suit their reading tastes for the following week. They browse along the shelf rows and finger the display copies which you have tastefully arranged on the table. Mrs. D., however, marches purposefully from the door to the circulation desk, and as she rapidly approaches, you note with sinking heart that copy of *Greene's The Power and the Glory* which you checked out for her with uneasy misgivings just last week. Mrs. D. is a sterling Catholic and a militant crusader for all that is right and just; to her all issues are clear-cut, and controversy on certain points is ridiculous. "This book," she states flatly, "has no place on our library shelves. It should be burned."

How do you answer your Mrs. D.'s? We all have them, and it seemed necessary and helpful to have the problem they pose, discussed by a panel of experts in the field of literature at the October 15 meeting of the Catholic Library Association, held at the Academy of Our Lady in Chicago. The topic: "Realism in Catholic Fiction" was treated by Rev. James F. Larkin, C.S.V., Ph.D., Professor of English at De Paul University; Miss Margaret Neville, Ph.D., Associate Professor of English at De Paul University; Miss Cathleen Dowd, of the circulation department of the Chicago Public Library; and Mrs. George B. Wendt, librarian of St. Nicholas Parish Library in Evanston. Because of the favorable reception accorded this presentation, it was decided to give a wider audience to the observations of these panel members by editing them for the readers of the CATHOLIC LIBRARY WORLD.

Father Larkin classified the issues by defining what is meant by a realistic novel: one which is faithful to nature or to real life without idealizing it, and without ignoring man's supernatural destiny. A writer, for example, may portray the emotion of joy in his characters, and he may do so with realism and integrity, whether he presents it as a Gift of the Holy Spirit or as the false joy which results from consent to sin. The writer

must not confuse the two in the reader's mind. And above all he must make the beautiful reality of man's redeemed spirit shine through. To do this well is art, as truly as music or painting is, and Father stated incontrovertibly that "every good novel is realistic."

A currently-selling novel which Miss Neville criticized on the score of unrealism is Gladys Baker's *Our Hearts Are Restless*. Miss Neville emphasized that the Catholic writer viewing life in his work, sees essentially the same life that a pagan might see, but "the power of Catholic eyes should clarify the view and allow the reader to see both the good and the bad in the steady light of the Church's teaching." When, on the contrary, he solves moral and spiritual problems by sudden conversions or by visions, Miss Neville contends that he fails to convince the reader of the reality of the happenings and that this, essentially, is the failure of Miss Baker's work.

Miss Dowd's contribution gave us the viewpoint of a public librarian who is in a unique position to gauge public taste and reactions because of her position on the fiction committee of the Chicago Public Library. She emphasized the fact that it is impossible for a writer to avoid the treatment of physical and moral evil in his works. However, to her, the vocation of a Catholic writer consists in holding up the knowledge that *God* is to the evil of the world and to measure life by that simple statement. The author who is conscious of his Catholicity will be capable of fiction with a three-dimensional quality, since he considers man as a supernatural being and not as merely individual and social. Miss Dowd contends that Graham Greene is a three-dimensional writer, since his characters are always projected against a background of the consciousness of God and of morality. She stated that the works of Bloy, Greene and Mauriac are in constant need of replacement, since they are worn out from circulation to people of varying beliefs who are hungry for the implicit revelation of God which they find in them.

Mrs. Wendt, parish librarian of St. Nicholas Church in Evanston, has no patience with the views of those who would limit parish library fare to the merely innocuous. "Every parish library should have on its shelves Leon Bloy's *The Woman Who Was Poor*," she states. But she is realistic, too, and she admits that not every reader will like this novel of the French 1880's. Her conviction remains unchanged, however, "that the realistic novel has its place in the parish library for discriminate readers."

(Concluded on page 136)

# R Books and Bandages

SISTER TERESA LOUISE, C.S.J.

The problem of a classification scheme for books in religion to be used with the National League for Nursing, *Library Handbook for Schools of Nursing*, may be solved in several ways. Some librarians prefer to work out their own schedule. Rev. Andrew L. Bouwhuis and the library staff at Canisius College, Buffalo, developed such a plan which has been useful at Our Lady of Victory Hospital for several years. It is printed here in its entirety for those who might find the *Handbook* useful except for the scarcity of numbers in the religion area.

Father Bouwhuis points out in the introductory paragraph to the classification that since the *Handbook* "does not pretend to offer an adequate classification system for religious books the following outline was developed and has proved adequate" for the specific library for which it was made. "But it may be modified in various ways as a growing collection might demand."

## 840-849 CATHOLIC RELIGION

### 840 GENERAL DEFENSE OF THE CHURCH

Includes Why the Catholic Church; Lives of converts that are primarily apologetic, v.g., *Now I See, Rebuilding A Lost Faith*, etc. (Otherwise lives of converts are classified as biography.)

Authenticity of Scripture, and the Church itself.

#### .1 Mystical Body

### 841 BIBLE

For the Bible itself, Cutter by date of copyright. (If no copyright, by date of publication.) For commentaries etc., Cutter by name of commentator.

#### .1 Whole Bible

#### .2 Old Testament

#### .3 New Testament

### 842 DOGMATIC THEOLOGY

### 843 SACRAMENTS (Cutter for individual sacraments, e.g., B2-Baptism; C7-Confirmation, etc.)

#### .2 Sacramentals

#### .5 Mass and Liturgy

### 844 LIVES OF CHRIST

#### .1 Blessed Virgin Mary

Under the heading and its subdivisions are

included all lives, doctrine, poetry, books on Lourdes and Fatima, etc.

#### .2 St. Joseph

#### .3 Holy Family

### 845 ASCETICAL THEOLOGY

Includes devotional literature, retreats, etc.

#### .1 Mystical theology

### 846 MORAL THEOLOGY

Includes commandments of God and of the Church

### 847 CHURCH AND THE WORLD

#### .1 Encyclicals

#### .2 Catholic action

#### .5 Sodalities

### 848 CHURCH HISTORY (General)

If size of collection is small, it may be better to put all histories in 848 and not subdivide.

#### .1 Ancient

#### .2 Mediaeval

#### .3 Modern

#### .4 Lives of Saints (Some may prefer 921)

#### .5 Religious orders (May be cuttered by name of order if size of collection warrants it.)

### 849 NON-CATHOLIC RELIGIONS, including Protestantism, Arianism, Mohammedanism

#### .1 Protestant sects, etc. (cutter by name of sect)

### 849.8 SUPERSTITION

### 849.9 MYTHOLOGY

The following general observations have also been offered and may prove helpful:

Lives of saints who were concerned with nursing, except members of the Holy Family, may be classified under biography, 921, or if preferred, under Church History in 848.4.

Under 830 are classified books on natural theology; that is, books about God which do not presuppose revelation, v.g., Brosnan, W., *God and Reason*. Books on ethics and ethical problems are not classified under moral theology but under

#### 814-Ethics, and its subdivisions

#### 814.3-Medical ethics

#### 814.4-Nursing ethics

Some librarians prefer a more detailed classification scheme for books in religion than the one presented above. The Lynn Peterson, *An Alternative Classification for Catholic Books*, is suggested as a supplementary classification to the *Library Handbook for Schools of Nursing*. It may be adopted as it is using the letters and numbers given in the schedule. If this is done, some librarians find that there is an added advantage in being able to shelve books in religion



either before or after the professional literature or even in an alcove or separate room. The latter location may encourage browsing, especially if the area is more quiet and out of range of curious eyes. One library that uses the *Alternative Classification* finds it completely adequate even though much of the schedule will never be used. There is satisfaction for the cataloguer to know that the number is available if he ever needs it.

Still another possibility is to adapt the *Alternative Classification* to the *Handbook* numbers in the same way as it is adapted to the Dewey Decimal system. All the numbers in the *Handbook* from 820-890 are undeveloped with the exception of 840-849 which start out with the general heading, RELIGION, followed by 840.1, Interpretation of the Bible, and other sacred writings, as Koran; 841 Mythology; 842 Superstition; 843 Magic and 849 Faith healing (including Christian Science, etc.). All of the 840's are useless to a Catholic collection. Ruling these out there is a range of numbers which parallels the Dewey 800 section. For example, 241.233 Sacraments (Collected works) using the Dewey Decimal adaptation of Lynn becomes 841.233 Sacraments in the *Handbook*. And so the numbers could be carried through to the 870's with 880 and 890 still open to the imagination of the classifier. The order will then be, following the Lynn-Peterson development, 820 Bible (to be worked out); 830 Christian literature; 840 Theology; 850 Canon law and 860 or 870 Church history.

With these suggestions in mind the League's *Handbook* should become a more useful tool in the Catholic schools of nursing libraries.

1. National League of Nursing Education, *A Library Handbook for Schools of Nursing*, 2nd ed. New York, National League for Nursing, 1953.

2. Lynn-Peterson, *An Alternative Classification for Catholic Books*, 2nd ed. rev. Washington, D.C. Catholic University of America press, 1954.

3. Bouwhuis, Andrew L., S.J., and others, *Classification of Religion Books in a Catholic Nursing School Library*. (Mimeographed copy)

### Easter Week in Boston

The Hospital Library Section of CLA is planning an all day pre-conference workshop on April 2.

## NEW MEMBERS

### ALABAMA

#### Spring Hill

Rev. Arnold J. Benedetto, S.J., Jesuit House of Studies

### ARKANSAS

#### Little Rock

Sister Mary Ricarda McGuire, RSM, Mt. St. Mary's Academy

### CALIFORNIA

#### Berkeley

Sister Mary Gregory, P.B.V.M., St. Joseph High School

#### Eureka

Sister M. Leander, C.S.J., St. Bernard's High School Library

#### Los Angeles

Notre Dame Academy High Schol, In.

#### Montebello

Rev. Bro. John D. Walsh, FSCH, Cantwell High School

#### San Diego

Sister Aileen Francis, C.S.J., Academy of Our Lady of Peace Library

#### Santa Monica

Sister Rosalia Mary, SNJM, St. Monica's High School Library

#### Watsonville

Rev. Albert F. Andreani, SDB, St. Francis High School

### DELAWARE

#### Wilmington

Miss Eleanor A. Dougherty, St. Ann's Parish L.,

### DISTRICT OF COLUMBIA

#### Washington

Rev. James B. Horigan, S.J., Riggs Memorial Library, Georgetown University

### GEORGIA

#### Columbus

Rev. Herman J. Diemel

### ILLINOIS

#### Aurora

Rev. Robert Morthorst, O.S.B., Marmion Millitary Academy

#### Belleville

Sisters of Notre Dame, Cathedral Grade School

#### Chicago

Sister Mary St. William, B.V.M., Annunciation School

Miss Kathryn A. Collins, In., DePaul Academy

Miss Marguerite Giezantanner, In., The World Book Encyclopedia Ref. Lb., Field Enterprises, Inc.

Miss Mildred D. Hayes, In., St. Ignatius High School

Rev. Rudolph Flanik, O.Carm., Mt. Carmel H.S.

Mr. Francis J. Rooney, Loyola University School of Law

Sister M. Fides, C.S.F.N., St. Ann High School

Mrs. Margaretha Faith Taus, De LaSalle High Sch.

#### Evanston

Sister Teresa Lucile, S.P., Marywood School L.

Mrs. George B. Wendt, In., St. Nicholas L.

#### Highland

Sister M. Lioba, St. Paul High School Library

#### O'Fallon

Sister Wilfreda, Ad.PP.S., St. Clare's School

- Springfield**  
Sister M. Pauletta, Little Flower School  
IOWA
- Fort Dodge**  
Sister Mary St. Stephen, B.V.M., St. Edmond High School  
Marshalltown  
Sister Mary Jeanette, C.N.W., Saint Mary H. S.  
KENTUCKY
- Covington**  
Sister Mary Theresette, S.N.D., Notre Dame Reading Clinic  
LOUISIANA
- Grand Coteau**  
Rev. A. O. Lambeau, S.J., Saint Charles Coll.  
Marrero  
Rev. John J. Kugler, Hope Haven School  
MARYLAND
- Forestville**  
Mrs. A. S. Myers, In., Mt. Calvary Parish L.  
MASSACHUSETTS
- Fall River**  
Jesus-Mary Academy, In.  
Fitchburg  
Miss Arline Webster, St. Thomas More Library  
Wakefield  
Sister Eutopia, S.C.N., Our Lady of Nazareth Sch.  
MICHIGAN
- Ann Arbor**  
Mr. Ronald A. Hagler  
Detroit  
Sister Marie Eugene, I.H.M., St. Agnes School  
Sister M. Sheila, I.H.M., St. Cecilia H.S.L.  
Miss Clara Sternett, In., St. Joseph's High School L.  
Harbor Beach  
Sister Mary Stephen, Our Lady of Lake Huron S.  
Livonia  
Sister Mary Hospicia, C.S.S.F., Ladywood H.S.  
Manistee  
Sister Mary Lydia, C.S.S.F., St. Joseph H.S.  
Saginaw  
Sister Marie Albertus, O.P., St. Joseph School  
MINNESOTA
- Hopkins**  
Sister Marie Victoire, Immaculate Heart of Mary S.  
Minneapolis  
Sister Herman Joseph, O.S.B., The Assumption Sch.  
Sister M. Thomas a Becket, O.P.  
Robbinsdale  
Sister Scholastica, O.S.B.  
MISSOURI
- Normandy**  
Sisters of Loretto, St. Ann School  
St. Louis  
Sister Francis Marie O'Connor, Academy of the Visitation  
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# Book Talk for the Professional

BY SISTER M. CLAUDIA, I.H.M.

## News Notes

*The Church Teaches*, edited by the Jesuit Fathers of St. Mary College (Kansas) is a translation of the official documents of the Church arranged to accompany the more important tracts in domatic theology (Herder, \$6.00).

Oxford University Press has just published a new World Classic (No. 547) which will be of interest to all lovers of Chesterton. Entitled *Father Brown: Selected Stories*, it includes eighteen stories selected from the original five separate Father Brown volumes and is accompanied by a critical appreciation by Monsignor Ronald Knox.

*Hamlet: Father and Son*, by Peter Alexander (Oxford University Press) attempts to correct what the author believes to be a misinterpretation of Shakespeare's purpose in the cinematic presentation of Sir Lawrence Olivier. The book draws its supporting evidence from a variety of sources, ranging from Aristotle to Chandler, and aims to prove that the play is something more profound than the story of "a man who could not make up his mind."

Annis Duff, the author of the well known *Bequest of Wings* now has a second book available (Viking, \$3.00). Under title of *Longer Flight*, she carries her observations on to the problems of adolescents in addition to giving added material for the use of books with young children.

Doubleday & Company has announced plans for the publication of a definitive three-volume history of the American Civil War, timed to coincide with the Centennial of the War. The volumes will be the work of Bruce Catton, editor of the *American Heritage Magazine* and Pulitzer Prize winner in history, assisted by E. B. Long, a distinguished Civil War expert. The New York Times will cooperate in the project, and will publish portions of each volume in advance of their publication in book form.

## Now Available

The Library Binding Institute has prepared a brochure with instructions to librarians on

emergency measures to salvage and preserve books and periodicals damaged by floods. Copies may be obtained free on request to the Institute, 10 State St., Boston, Mass.

Stith Malone Cain, librarian at Illinois Wesleyan University (Bloomington, Ill.) has compiled a bibliography on the Allocation of the Book Fund for College and University Libraries.

The National Catholic Rural Life Conference (Des Moines 12, Iowa) has published the English text of the official conclusions of the Third International Catholic Congress on Rural Life held in Panama, April 17-24, 1955, and of the Workshop on Cooperatives and Adult Education that followed.

The Michigan Employment Security Commission is now issuing a series of Job Briefs designed to assist youth guidance programs in Michigan. Each Brief is printed in a small but very attractive format on paper heavy enough to withstand normal usage. Single copies are 5 cents, but the price on quantity orders of twenty-five or more is 3 cents each. (7310 Woodward Ave., Detroit 2, Mich.)

Fordham University (New York 58, N.Y.) now has available a *Catalogue of Offprints* from volumes I to X of *Traditio*, the annual devoted to studies in ancient and medieval history, thought, and religion. The offprints have been issued in paper binding with individually prepared cover titles, and vary in price from 20 cents to \$1.85.

## For Reference Files

Starting in January, 1956, *College and Research Libraries* will become a bi-monthly publication. The subscription rate will likewise be changed from \$4.00 to \$5.00 effective January 1, 1956.

On September 27, 1955 the Committee on the National Union Catalog of the ALA Board of Resources met to consider the question of regional representation of contributing libraries and of reported holdings in the *L.C. Catalog Books: Authors*, which, beginning in 1956, will become a current union catalogue.

The editors of the *Oxford Dictionary of Modern English* are interested in obtaining brief quotations from twentieth-century authors with which to illustrate words and senses dealt with. Simple words are wanted rather than compounds and everyday words rather than technical terms. Send quotations to The Secretary, Clarendon Press, Oxford, England. One word to a slip (4 inch by 6 inch) is preferred with citation and full quotation given below it.

For an appreciative review of the new *Lexi-*

*kon der Padagogik* (Freiburg: Herder, 1952-55), referred to in this column in the October, 1955 issue, see the October, 1955 issue of *College and Research Libraries*. After reading Lawrence Thompson's evaluation in his "Recent Foreign Books" column, you will agree with him that this is indeed a "reference work of prime importance."

### New Editions

The second edition of *The International Labor Directory and Handbook* (Praeger, \$25.00) is the first to be issued since 1950 and is an essential reference for any library concerned with labor relations. This edition includes much more detailed information on international unions and unions in countries other than the United States and Canada. The excellent typography and arrangement as well as the section on "Library Services for Trade Unions" make it an indispensable tool for larger libraries.

The thirty-second annual edition of *The South American Handbook* (1955-1956) is again available at the amazingly low price of \$2.50 (American agents: The H. W. Wilson Co.). This issue carries a complete revision of the sections on Colombia and Peru. The 1955 editions of *The World of Learning* (\$17.50) and the *International Who's Who* (\$17.50) are also available from Europa Publications, Ltd., 56 Bloomsbury St., London, W.C. 1.

While speaking of new editions, it might be well to call attention to a 1955 reissue which is not a new edition in spite of a change of title. A. S. Hornby's *The Advanced Learner's Dictionary of Current English* (Oxford University Press) is identical with *The Learner's Dictionary of Current English* published in 1948.

The second edition of George Earle Shankle's *American Nicknames: Their Origin and Significance* (The H. W. Wilson Co., \$7.50) adds new information about nicknames of recent or contemporary interest to a consolidation of the original material first published in 1937. The term nickname includes sobriquets or appellations used instead of the real name of a person, place or object, but, as in the first edition, the book makes no attempt to include slang expressions.

*BIBLIOGRAPHIC and Library Manual*, by Rev. Vincent R. Negherbon, T.O.R., and Margaret Mary Tobin 3d ed. Loretto, Pa.: Saint Francis College, 1953. 54 p. \$2.15 (paper) 54-17161.

This is an attractive manual which was prepared for students to guide them in the effective use of the library. Organized with the objectives of Saint Francis College definitely in mind, the handbook covers all the

basic information necessary for intelligent reference work in a library. The sections on bibliography and footnotes give good examples of every type of reference needed in writing a research paper. The list of "useful references for special purposes" while admittedly only an "illustrative" list is somewhat out of proportion in the titles represented. Under religion, for example, only two titles are included, while education and history are represented with five titles each. Libraries considering the publication of a similar manual may be interested in using this as a guide.

*DICTIONARIES, British and American*, by James Root Hulbert. New York: Philosophical Library, 1955. 107 p. \$2.50.

The average person, the author tells us, is likely to have many erroneous ideas about dictionaries and little understanding of how to interpret them rightly or use them profitably. This book attempts to give the essential facts about lexicography and the the historical background from which it evolved. The purpose is to clear up some of the popular misconceptions of the "authority" of the dictionary.

All reference librarians should be familiar with this enlightening book. Written in an interesting style, the book has much little-known information that can be put to work in everyday reference service. The sections on the "use of a dictionary" and the "choice of a dictionary" raise some stimulating questions for consideration.

*DICTIONARIES of Foreign Languages*, by Robert L. Collison. New York: The Hafner Publishing Co., 1955. 210 p. \$4.00.

Originally based on the holdings of the Library of the University of California (Los Angeles), this bibliographical guide to over fourteen hundred general and technical dictionaries of the chief foreign languages will supply a long-felt need as a check list in the field. As Robert Vosper points out in his delightful Foreword, "Some people consider dictionaries the most civilized form of light reading; others give the palm to bibliographies. Here the two are happily made one."

The general dictionaries are arranged by language with notes, in most instances, on their history, contents, and use. Of particular interest are the introductory sections at the beginning of each language group. The foundations of the various academies are noted and comment is made on their influence on the development of lexicography in the individual countries. Special attention is given to the background for England's interest in the languages covered. Bibliographical notes are included within the text, and a general bibliography is given at the end of the volume. An excellent detailed index completes the book.

*FRANCISCAN Education Directory of the United States*, ed. by Brother Finbarr, O.S.F. Brooklyn, N.Y.: St. Francis College, 1955. 144 p. \$2.00 (paper, \$1.25).

This reference book is a useful tool for all Franciscan libraries and to a slightly lesser degree for all education and religion collections. It is an official publication of the Franciscan Education Conference. Besides containing rather complete entries for all institutions of learning conducted by every branch of the Franciscan family, the directory is interspersed with articles on such subjects as the Franciscan Education Conference, St.



Anthony—the great Franciscan teacher, and Franciscan Nursing Education. Though some of the information in this volume may be found elsewhere, in the *Catholic Directory* for example, there is much that is entirely new.

BROTHER CASIMIR, O.S.F.

**THE PROGRAM Encyclopedia**, by Clement A. Duran. New York: Association Press, 1955. 630 p. \$7.95. 55-9619.

This is not a "how-to-do-it" book but a "what-to-do" encyclopedia. The book does not aim to give specific suggestions for carrying out individual programs, but intends merely to provide the stimulus for recalling to the attention of the reader specific programs that might fit individual needs.

A section on "program Methods" outlines the principles involved in good club organization and sets up methods for evaluating program performance. The chapter on "Activities Around the Calendar" does not give much information that cannot be found in more detail in such references as *Special Days, Weeks and Months* (U.S. Chamber of Commerce) and Hazeltine's *Anniversaries and Holidays*.

A reference of this type is badly needed but the author has attempted too much. The book is not attractively set up, is cumbersome to handle, and is inaccurate in many minor details, for example, in references to the "Dewey system of card cataloguing," and St. Francis Xavier (Cabrini). The book would be helpful for those not having access to standard references, but would be an unnecessary purchase for libraries having good reference collections.

**SERIALS Publications; Their Place in Libraries**, by Andrew D. Osborn. Chicago: American Library Association, 1955. 309 p. \$6.00. 55-7353.

This theoretical and practical manual for the handling of serials in libraries is the thorough and helpful guide we should expect from Dr. Osborn. Based on sound training, excellent experience, and good common sense, the book will serve for many a year as a guide for librarians less fortunate in background and experience.

The brief but comprehensive historical survey in the introduction gives proper perspective for the inevitable serial problems outlined in the following pages. The author, however, not only raises the problems but gives actual solutions which have been worked out in various libraries to solve them. The aim throughout the entire volume is to counsel a circumspect compromise between "elaborate treatment and comparative neglect." Nor does the book deal with current problems alone. Great vision is shown in pointing up the possibilities of a new era of union list activity and the great changes that may come as a result of television facsimile reproduction.

This is a volume that serial librarians should keep within reach at all times. It should not, however, be limited to them. Every library administrator will want to study the volume with care because much reference and research work of tomorrow will depend on the serial policies that are formed today.

## PUBLIC LIBRARIES

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# Books for Young People

BY HELEN L. BUTLER

**BAKER, Rachel.** *Angel of Mercy: The Story of Dorothea Lynde Dix.* Messner. 191 p. \$2.95.

A very readable and illuminating account of the American woman who crusaded for improved housing and care of the mentally ill, and was responsible for building thirty great hospitals in the United States and several more in Europe. Called by Pope Pius IX "a modern St. Theresa," when she informed him of deplorable conditions near the Vatican, she was instrumental in obtaining improved laws in England and Scotland, was made Superintendent of U.S. Army Nurses during the Civil War, and revolutionized social thinking on the care and responsibility for the insane. An excellent addition to junior and senior high school book collections.

H.L.B.

**CARLIER, Mary.** *The Lark's on the Wing.* Bruce. 291 p. \$3.50.

A novel which reads as evenly as an autobiography and which one suspects of being based on personal experience. It concerns a family of five girls living on an Ohio farm with a defeated, hard-working father and a spirited, hard-working mother. Told by sallow-skinned, straight-haired Maggie, next to youngest of the girls, it reveals the simple, homely pleasures they enjoyed, the mischief and misadventures they indulged in, the financial reverses when the depression cost them their beloved farm, the love affairs and marriages that came later, and the triumphant, glad return to the farm after Maggie married Stephen. Wholesome and natural in tone, the book is a pleasant picture of happy family relations, though the characters are not fully developed and the action seems inconsequential in places. Older girls will probably like it.

H.L.B.

**DAY, Beth.** *America's First Cowgirl, Lucille Mulhall.* Messner. 192 p. \$2.95.

Born with a knack for handling horses and other animals, and riding horses from her third year, Lucille Mulhall acquired title after title in riding competitions. She was named "America's Champion Woman Roper," "Champion Steer Roper," "Rough Riders' Girl," and "Queen of the Range." But her accomplishments did not spoil her femininity; she was ever a perfect lady, as her family and the cowboys expected her to be. Newspapers struggled with expressions to describe her: "Female Conqueror of Beef and Horn," "Lassoer in Lingerie," "Cowboy Girl," "Ranch Queen" until one coined a word which has since become part of our language—"cowgirl." As Easterners changed their ideas of Westerners after seeing the Mulhalls in their shows, so readers will get a better idea of ranch life at the turn of the century from this book.

SISTER MARY LEONARD, O.S.B.

**DONOHUE, John.** *Christian Maturity.* Kenedy. 214 p. \$3.50.

Arguing that if "normal human activity consists of in-



ner poise and successful personal relationships, (and) acceptance of one's natural resources along with vigorous dedication to the demands of work and social living," then religious maturity is the transformation and elevation of this natural perfection, Father Donohue shows how the Christian may forestall mediocrity. From full acceptance of the reality of God comes not only recognition of our own lives but of our relationships with one another. Friendship with Christ, security in His Church, development of the talents given us, refinement through sorrow, avoidance of sin, are the means of attaining that transformation. Thoughtful, and rich in illustrative anecdote, but too difficult and elusive for high school readers.

MOTHER J. M. CAHIR

DUGGAN, Alfred. *My Life for My Sheep*. Coward. 341 p. \$5.

A fictionalized account of Thomas a Becket and his long contest with Henry II and recalcitrant bishops, in which the author offers his own interpretation of the personality and motives which impelled the chancellor-archbishop-saint. The interpretation may or may not be the historically true one, but it is a richly fascinating, beautifully balanced, completely plausible one. Against a minutely detailed background of 12th-century men and affairs—shops, schools, battlefields, chanceries, courts, cathedrals and royal conferences—the hot-tempered youth who became a king's favorite and his shrewd administrator slowly changes into the self-controlled, dedicated and immovable Churchman (less yielding where ecclesiastical rights were concerned than the Pope himself), who offered his life for the Holy Name and the safety of God's Church. Not for slow or immature readers, but magnificent fare for superior students.

H.L.B.

EVERNDEN, Margery. *Wilderness Boy*. Putnam. 218 p. \$3.

A pleasant little story of western Pennsylvania when the whiskey rebellion flamed, and the new Federal government tested its power to enforce its laws. Caught between the rebels and the conservatives was young Jonny Garrett who lived with one of the latter, his doctor-uncle, and was captured with one of the former, his farmer-uncle. Freed by a Federal officer, Jonny made a long trek to Philadelphia and Albert Gallatin who effected his uncle's release from prison and gave Johnny some prophetic advice. Action, likable characters, and significant period details will make this popular with junior high readers.

H.L.B.

GRANT, Dorothy. *The Fun We've Had*. Bruce. 225 p. \$3.75.

May 1, 1922, in Christ Church, New York, witnessed the marriage of Dorothy Fremont (attired in a trousseau furnished by an aunt) and Douglas Grant, a struggling painter whose sole capital amounted to \$200 and who had just received a two-months' notice of non-employment. Thus are we introduced to what is aptly subtitled 'Highlights of a Happy Marriage.' Following, decade by decade, the everyday lives of this interesting couple is a delightful, rewarding experience. When, as during the Depression, major crises arise, we see them yield before sound principles and the high-spirited sacrifices of two deeply devoted people. As the fourth decade dawns, the reader leaves them—moneyless still, but one in heart, mind and newly-found Faith, longing only

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A lively, animated style which converts daily incidents into vivid scenes, chatty dialog, slang, colloquialisms, bubbling humor and lovely line-drawings augment the book's appeal to senior high school students.

SISTER M. FEBRONIA, C.S.J.

HOLLAND, Cornelius J. *The Divine Story*; illus. by Gedge Harmon. Grail. 173 p. \$2.50.

Because it is the story of Our Lord's life, Msgr. Holland's retelling must be compelling; yet the early chapters lack the forcefulness to induce young people to read through to the stronger accounts of the Public Life. One is discomfited to find only eleven Apostles accounted for in Chapter VII—Thomas is omitted. The initial capital letters and black and white illustrations are pleasing and in keeping with the quiet dignity one associates with Grail publications. But only the thoughtful child from 10 to 15 will value this book.

SISTER MARY LOYOLA, S.C.L.

KJELGAARD, Jim. *Lion Hound*. Holiday House. 216 p. \$2.75.

Boys have always welcomed Jim Kjelgaard's animal stories. This one has its setting in the Southwest, and is devoted to a hunt for a ferocious mountain lion which has reason to hate men. The main characters include Old Jake Kane, an expert in the rim-rock country of Arizona; Johnny Torrington, a teenager whose ideal is exemplified in the old hunter; and the hero of the hunt, Buck, the hound that finally revenges the death of his master. This belongs on the adventure shelf for any boy interested in a thriller.

SISTER M. ALISON, I.H.M.

KUGELMASS, J. Alvin. *Roald Amundsen; a Saga of the Polar Seas*. Messner. 191 p. photos. \$3.

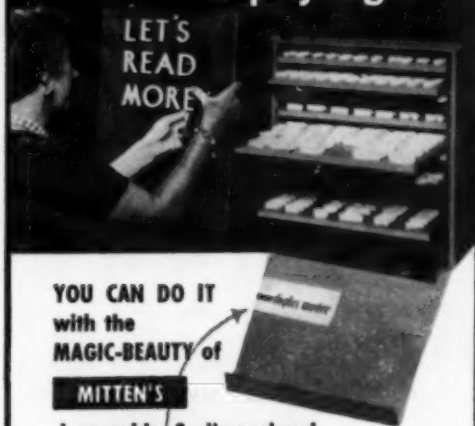
The story of a courageous Norseman who adventured most of his life in icy regions, thus fulfilling his youthful dreams and rendering outstanding service to science. After a brilliant college career, he threw himself wholeheartedly into polar exploration. In 1903, having gone with the Belgian Antarctic Expedition and taken further scientific training in Germany, he made his first independent and history-making cruise to the Arctic. Later years brought financial worries and disappointment as well as world-wide acclaim for his observations on the North Magnetic Pole, navigation of the Northwest Passage, discovery of the South Pole and intercontinental flight across the North Pole. Told quietly and without dramatics, but revealing clearly his indefatigable nature, persistent study, meticulous planning, ability to handle emergencies, and thorough knowledge of navigation. Should be interesting to all future scientists of high school age.

FRANCES C. DOWLING

NEWCOMB, Covelle. *The Broken Sword; the Story of Fray Bartolome de Las Casas*. Dodd. 334 p. \$3.50.

From this book, good readers among senior students will obtain a wider knowledge of Spanish colonies in the New World. At the same time they will make the acquaintance of a much maligned Dominican priest who dared to protest when conquerors, adventurers and high-ranking prelates considered the Indian only an expendable tool. In a fictionalized biography, Miss Newcomb follows Las Casas' career from his renunciation of his American estates to become a secular priest, through the endless conflicts with military, hierarchy, and lay-

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men which his struggle against Indian enslavement caused, down to his consecration as bishop, and the final decade of retirement before his death at 93 years. Three hundred years ahead of his time, he antedated other emancipation proclamations and his reward was persecution and repudiation. Much interesting information about 16th-century Spain and other countries comes out, as well as satisfactory explanations of the charges of failure laid at his door. Close reading because of unfamiliar names and incidents, and grim in its delineation of brutality and treachery, the book is also a superb vindication of "the Apostle to the Indians."

H.L.B.

STRONG, Charles S. *Roll the Red Wagons; a Story of the Volunteer Fire Service*. Dodd. 210 p. \$2.75.

Surprising information about volunteer fire fighting comes out of this story of an 18-year-old boy who signed up as a rookie volunteer and went through basic training. Highlights from the history of the service, details of organizations and competitions, and the fact that over 115,000 such volunteers serve in New York State alone, are interwoven into the story. The author has had extensive experience as a member and executive officer in such units in New York. The story plot which carries the information is inferior to his earlier *Snow King*, but boys may like it nevertheless.

H.L.B.

TIFFANY, Kathleen. *Mary Florence*. Dodd. 246 p. \$2.75.

Based on the reminiscences of a real, 11-year-old Mary Florence who heard Lincoln's Gettysburg address, this story has an authentic ring. It presents a vivid portrayal of rural life near Gettysburg, during stirring Civil War days; a sympathetic treatment of the Negro slave, the Rebel soldier, a Protestant, and a Catholic family; warm laughter and right human values.

SISTER EDWARD, S.C.L.

TRAPP, Maria Augusta. *Around the Year with the Trapp Family*. Pantheon. 251 p. \$3.95.

Believing that the family which celebrates together is the family which stays together, Mrs. Trapp describes the Advent, Carnival, Easter and special feast day celebrations which her family observes. Rituals followed, recipes for holiday foods, directions for decorations, words and music for songs are provided. A final chapter advises on celebrating family great days. Personal, unself-conscious, and devout in tone, the book is an effective antidote for commercialized half-pagan observance of Christian holy days.

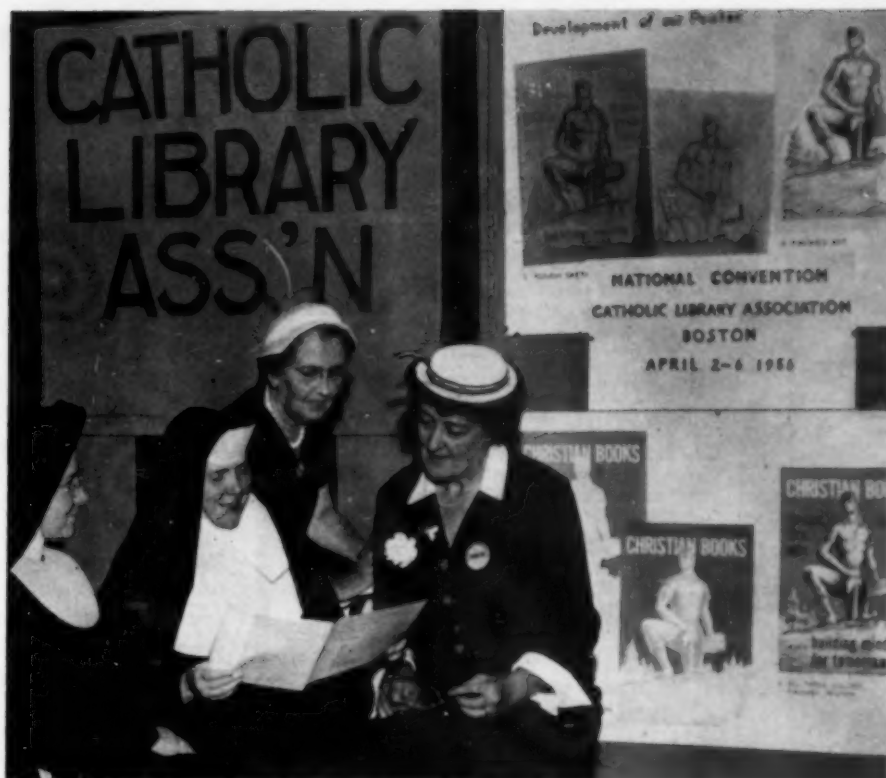
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CLA had a booth at the Fall Meeting of the Catholic Teachers' Association in Boston through the courtesy of the Reverend Superintendent of Schools. Checking plans for CLA's Boston Conference in 1956 are Sister Immacula, O.S.F., Sister Camillus, S.M., Anna L. Manning, and Sally Ann Quinn.



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### The Women of the Bible

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## A Christmas Letter

Your editorial in the November issue of CLW was most apropos. We have no placard at the entrance to our library labeled "Library Serves Catholic Adults," but nevertheless, we have been serving Catholic adults through our school library.

Recently, there was the perturbed bride-to-be, who found pertinent information, not only in Emily Post's *Etiquette* for the social ceremonies, but also in Dittami's, *I Thee Wed*, for the liturgical ceremonies of her marriage vows. Then, there was the alert student who so proudly brought her mother to browse in the fine arts section of the library, resulting in the mother's selecting the volume *Color Schemes for the Modern Home*, by Patmore, as the solution to her problem—the two-tone redecoration of her own home. Next, there was the dutiful chairman, the young lady, who unable to secure the desired title at the public library, drove fifteen miles to borrow a copy of Schimberg's *Story of Therese Neumann* for the parish sodality meeting.

Adding to the list, there was the alumna, who, chagrined at not finding any suitable spiritual reading material at the public library, found delight in a book of her choice in our library, and consolation in learning that in the Mary Fabyan Windeatt series there was a line of saints-in-waiting eager to follow the reigning *Little Queen* (St. Therese of Lisieux) who converted the Baby Sitter's Hour into a pleasant and profitable Saint's Story Hour for her five young daughters.

And here is the latest and rather unusual request; a patron asking for a copy of a poem, which the Sisters had taught him in his early school days, some sixty years ago, and of which he remembered but one line. The painstaking search brought its own reward. The poem rated to be included in Joyce Kilmer's *Anthology*.

### OUT OF BOUNDS

A Little Boy of heavenly birth,  
But far from home to-day,  
Comes down to find His ball the Earth,  
That Sin has cast away.  
O Comrades, let us one and all  
Join in to get Him back His ball!

SISTER MARY DESALES, O.S.B.  
Sacred Heart Academy  
Lisle, Illinois

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# Children's Books

BY SISTER MARY HUGH

BEEBE, Catherine. *St. John Bosco and the Children's Saint*. Farrar, 1955. \$1.95.

In this first of four of a new series (The Vision Books) for young Catholics, Catherine Beebe, a well established children's author has written a distinguished biography of St. John Bosco.

The first chapter imparts the purpose of his life: when his pet nightingale dies, John replaces it with a destructive cockoo. When challenged that the cockoo is harmful, John replies that kindness will change it.

Through a beautiful dream of lambs John understands what his purpose as a teacher as well as a priest would be. He believed no bad boy had to remain so, and thus prayed his way into the hearts of wayward boys, and finally established the Salesians. Interwoven with this inspirational biography is the story of the boy saint, Dominic Savio who also lived in the 19th century.

C. MITCHELL

CLARK, Electa. *The Dagger, the Fish and Casey McKee*, McKay, 1955.

Casey McKee's visit to his Uncle Bounce is clothed in mystery. His uncle had been a traveler by profession and had visited all parts of the world. Some of his most innocent looking treasures become the reason for midnight raids on the house. There is a good bit of humor involved in the mystery, and it is bound to have an audience with both boys and girls in the 9-12 age group.

S.M.H.

PIPER, Watty, ed. *Animal Story Book*. Platt & Munk, 1954. \$2.50.

Betty and Billy who live in California, pay a visit to their grandparents living on a farm in New York State. All the adventures they have in meeting the farm animals are beautifully illustrated by Wesley Dennis. A welcome addition to the picture book section.

S.M.H.

DALGLIESH, Alice. *The Columbus Story*; illus. Leo Politi. Scribner, 1955. \$2.75.

A very delightful biography of Columbus for young children, with intriguing full-page illustrations in strong colors. This book was planned for reading aloud and should prove excellent for that purpose. Ages 6-10.

ANN ALBRECHT

D'AULAIRE, Ingri and E.P. *Columbus*; illus. by the authors. Jr. Lit. Guild-Doubleday, 1955. \$3.

Here is another *Columbus* as a foil for the above. This large picture-book, done in the familiar d'Aulaire style, has excellent atmosphere and plenty of information imparted with a refreshing lightness of touch. Columbus is shown to be a fine, if somewhat serious character—a man whose faith and courage carried him through triumph and bitter trial.

E. SHEEHAN

DERLETH, August. *Father Marquette and the Great River*. Farrar, 1955. \$1.95.

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### Martin's Mice

By Sister Mary Marguerite  
illustrated by Rafaello Busoni

Brother Martin loved all living creatures, and his method of clearing the monastery of mice was satisfactory to mice as well as men. Based on the legend of Blessed Martin de Porres.

### Four Riders

By Charlotte Krum  
illustrated by Katherine Evans

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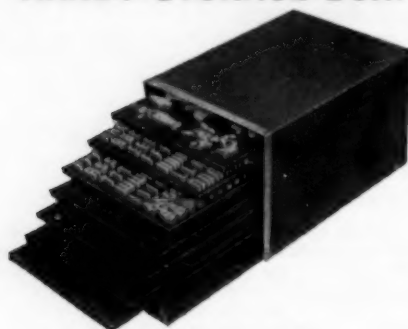
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format, the Vision Books are a welcome addition to the vast and crowded area of "series" books today that are appearing in the young people's publishing field.

Authenticity, inspiration, daring, and the love of God are combined in these well constructed lives of Catholic heroes. The determination to do God's will as portrayed in these skillfully blended biographies, is a quality well stressed and needed in the Hydrogen Age which so often produces an atmosphere of agnosticism.

Father Marquette, with his companion, Louis Joliet, discovers new waterways in the United States and Canada that reach the Mississippi, and these missionaries from France convert many pagan Indians in the name of Jesus Christ.

C. MITCHELL

DUVOISIN, Roger. *One Thousand Christmas Beards*; illus. by the author. Knopf, 1955. \$1.95.

Have you ever wondered what Santa Claus thinks of all the pseudo-Santas who crowd the department stores and ring bells on the street-corners? One year the good saint became very angry indeed. He pulled off all the fake beards and carried a sleighfull home to Mrs. Santa Claus. She took a dim view of Santa's tantrum and spared no words in telling him so. The upshot was that a repentant Saint Nicholas realized that his imitators have their place. He demonstrated his repentance in a very practical way to. Here is real Christmas cheer for the picture-book age.

E. SHEEHAN

FRIERMOOD, Elisabeth H. *Candle in the Sun*. Jt. Lt. Guild-Doubleday, 1955. \$3.

In 1907 Kate Baker is uprooted from her comfortable Indiana home and accompanies her lovable, restless father to New Mexico for his health. Mr. Baker buys a partnership in a grocery store. Kate works hard to keep the store going in spite of the shiftless senior partner. Just as things are becoming better, Mr. Baker shifts his interests to a claim. He and Kate live on the claim, in a primitive cabin. Kate resolves to bear with the disheartening conditions, since her father at last appears to be settling down. He is writing a book. Though Kate does not realize it, things are building up to a tremendous crisis. How she meets this makes a story that proves Kate a very courageous, fallible, and true-to-life young girl—with a healthy interest in romance. Teen-age.

KATHLEEN SHEEHAN

MARINO, Dorothy. *The Song of the Pine Tree Forest*; illus. by the author. Lippincott, 1955. \$2.

Three children who live in a farmhouse at the edge of a forest listen enthralled to strains of distant music. Where is it coming from? They decide to find out. How they find the source of the music, and their adventures along the way, make a lovely picture-story for ages 6-8.

K. S. LAWLOR

MILHOUS, Katherine. *With Bells On*; illus. by the author. Jr. Lit. Guild-Scribner, 1955. \$2.

Reverent Pennsylvania-Dutch Christmas customs are the core around which is constructed an appealing little tale. Chrissy and Becky are planning the Christmas putz or manger—and it takes a great deal of loving ingenuity to carry through their plans. They miss their big brother, who has gone off on a long journey, but they have faith that the Christchild will unite the family on the Holy Night. Full-page illustrations in appro-

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appropriate technique round out this touching little bit of Americana. Ages 7-10. (This is a Junior Literary Guild selection for December.)

E. SHEEHAN

MILLER, Helen Louise. *Plays for Living and Learning*. Plays, Inc. Boston. \$3.50.

The plays and the programs in this book are designed to dramatize many important projects and topics in the elementary school curriculum. They have been written to supplement classroom instruction and cover such topics as Citizenship, Money, Language, Book Week, Lincoln and Washington's birthdays. The plays are easily adaptable with only the least amount of stage effects and costumes being required.

S.M.H.

HARK, Mildred and McQUEEN, Noel. *Junior Plays for All Occasions*. Plays, Inc. Boston. \$4.

This is a collection of royalty free plays which cover all the important holidays of the year. It has a section of comedies and a section of general material. Production notes in the back give the timing, costumes, settings and lighting directions. Suitable for Junior High.

S.M.H.

PEARE, Catherine. *Robert Louis Stevenson*. Holt, 1955. \$2.25.

Robert Louis Stevenson, the favorite poet among children, comes to live in these pages of Miss Peare. This Scotch child who lived the poetry he wrote grew into manhood with great distaste for formal schooling. He loved to travel, and travel he did—all over the globe. He married an American woman and they made their home in the Samoan Islands. This will be a desirable addition to the biography shelf.

S.M.H.

ANCELET-HUSTACHE, Jeanne. *Once Upon a Time in Assisi*; illus. by Cassegrain. Franciscan Herald Pr. Chicago 9, Ill.

A new life of St. Francis for children told with humor and charm. All the friends of St. Francis make their appearance and the incidents so deftly told should impress the young ones. The illustrations—line drawings—are particularly fine.

S.M.H.

RAYMOND, David. *Young Traveler in Italy*. Dutton, 1955. \$3.

HOGG, Beth and Garry. *Young Traveler in Norway*. Dutton, 1955. \$3.

LARSON, Egon. *Young Traveler in Germany*. Dutton, 1955. \$3.

In each of these "Young Traveler" series, a boy and a girl are taking a trip through a particular country. The high points of interest are given with particular attention to the interest range of the young reader. Each book is profusely illustrated with very good photographs. These books should have a wide appeal in the upper grades.

S.M.H.

SCOTT, Sally. *Jason and Timmy*; illus. by Beth Krush. Harcourt, 1955. \$2.

Jason finds that a small brother can be an asset as well as a pest. When Timmy's red wagon is needed to carry Jason's wooden machine gun, Timmy becomes one of the gang by force of circumstances. This is the story of an average morning in the gang's life: Games, spills,

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#### **TRUMPET BOOKS:**

1) *Diving for Sunken Treasure*, 2) *Famous Pioneers*, 3) *Mystery at Sunny Cove*, 4) *Horses*, 5) *Baseball*, 6) *Trumpet Books of Laughs*.

This is a new series of books being published by Sam Gabriel and Sons of 200 Fifth Ave., New York. According to the publisher their purpose is to meet the challenge of the comic book. Definitely not library material, but interesting enough to alert teachers to their availability. They are written for the 9-14 year age bracket and will fit it admirably. The six subjects so far are certainly ones that catch the interest of children of all ages. Subjectively, I like the format, approach, and print and am sure the children will too, though I cannot foretell whether they will accomplish their objective or not. Frankly I feel they are a constructive approach in the right direction. They sell for 25 cents a copy.

S.M.H.

### **Catholic Children's Book Club Selections December 1955**

#### **PICTURE BOOK GROUP**

*White Sails to China*, by Clyde Robert Bulla. Crowell, \$2.50.

#### **INTERMEDIATE GROUP**

*Philomena*, by Kate Seredy. Viking, \$2.75.

#### **OLDER BOYS**

*The Silver Fleet*, by Ernie Rydberg. Longmans, \$2.50.

### **Phonodiscs**

(from page 110)

A.L.A. *Cataloging Rules for Author and Title Entries*; chapter 9 in *Rules for Descriptive Cataloging in the Library of Congress*; the *Rules for Descriptive Cataloging in the Library of Congress: Phonorecords*; the tentative rules for filing cards for music formulated by Library of Congress' Music Processing Committee; additions and corrections incorporated in LC's *Cataloging Service*. The *MLA Code* will be published in one volume in looseleaf form in order to facilitate future changes.

Now that the bibliographic organization of phonograph records is proceeding so well in the hands of Library of Congress and the Music Library Association, more and more libraries will find it worthwhile to increase their services by making phonograph records available to their patrons.

### **Parish Books**

(from page 121)

Admittedly, the opinions we have quoted do

#### **OLDER GIRLS**

*Three Is a Family*, by Hertha Pauli. Ives Washburn, \$2.75.

#### **KNOWLEDGE BUILDERS**

*Harbors and Cargoes*, by Walter Buehr. Putnam, \$2.50.

### **Junior Literary Guild Selections December 1955**

#### **PRIMARY GROUP**

*Parsley*, by Ludwig Bemelmans. Harper.

#### **EASY READING**

*With Bells On*, by Katherine Milhous. Scribner.

#### **INTERMEDIATE GROUP**

*The Secret of the Old Salem Desk*, by Anne Molloy. Fairtar.

#### **OLDER GIRLS**

*Three Loves Has Sandy*, by Amelia E. Walden. Whittlesey.

#### **OLDER BOYS**

*Stranger on the Bay*, by Adrien Stoutenburg. Westminster.

### **Catholic Book Club Selection December 1955**

*The Five Fathers of Pepi*, by Ira Avery. Dobbs-Merrill, \$3.

### **Catholic Literary Foundation Selections December 1955**

*Around the Year with the Trapp Family*, by Mrs. Trapp. Pantheon.

### **The Thomas More Book Club Selections December 1955**

*Beyond the Glass*, by Anlana White. Regnery, \$3.75.  
*Heart of Father Damien*, by Vital Jourdain. Bruce, \$4.75.

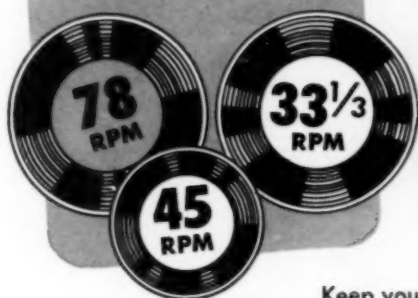
not automatically solve for us the problems that arise every time new fiction titles appear. They merely highlight principles which we must struggle to apply in our work of selection for our fellow-parishioners. Father Gardener's *Norms for the Novel* will be of help, and such organs as *Books on Trial* and *Best Sellers*, and the review sections of our Catholic magazines, will be of immeasurable practical assistance. We should be encouraged, however, to make available the best in well-written Catholic fiction, despite the Mrs. D.'s we may encounter. Perhaps you can prevail upon them to take this article home in lieu of a book this week.

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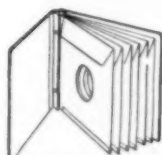
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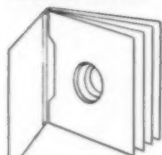
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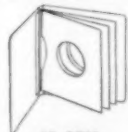
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